

**IMPROVING THE PRONUNCIATION INTELLIGIBILITY OF THE  
GRADE XI STUDENTS OF SMA NEGERI 8 YOGYAKARTA BY  
UTILIZING AUDIO BOOKS**

**A Thesis**

**Partial Fulfillment of the Requirements for the Attainment of *Sarjana*  
*Pendidikan* Degree in English Language Education**



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**Improving the Pronunciation Intelligibility of the Grade XI Students of SMA**

**Negeri 8 Yogyakarta by Utilizing Audio Books**

A thesis



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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila dikemudian hari terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2014

Penulis,



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## **DEDICATIONS**

This thesis is dedicated to the following persons:

1. My mother and father, Hj. Daramin & H. Kacong, who have been working very hard and patiently to support my education,
2. My granny, all of my brothers and sisters, and my nieces and nephews, who never lose hopes on me,
3. All of my teachers, who have taught me many things and motivated me to pursue the highest education possible.



## MOTTOS

أَشْهَدُ أَلَّا إِلَهَ إِلَّا اللَّهُ  
وَأَشْهَدُ أَنَّ مُحَمَّدًا رَسُولُ اللَّهِ

(Asyhaduallaa ilaha illallah wa asyhaduanna muhammadarrasulullah)

“I testify that there is no God but Allah and Muhammad is the messenger of  
Allah”

الله

“Imagination is more important than knowledge”

(Albert Einstein)

“Don’t see things as they are but see them as what they can be”

(Anonymous)



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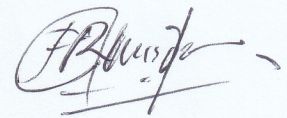


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Yogyakarta, April 2014

A handwritten signature in black ink, appearing to read 'Pirdaus', with a stylized flourish at the end.

Pirdaus

## Table of Contents

Cover .....	I
Approval.....	II
Ratification .....	III
Surat Pernyataan .....	IV
Dedications.....	V
Mottos .....	VII
Acknowledgements .....	VII
Table of Contents .....	IX
List of Tables .....	X
List of Figures .....	XI
Abstract .....	XII

### CHAPTER I INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	6
C. Limitation of the Problem .....	8
D. Problem Formulation .....	8
E. Research Objectives .....	8
F. Significance of the Study .....	9

### CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review .....	10
1. Pronunciation .....	10
a) The Definition Pronunciation.....	10
b) The Features of English Pronunciation.....	11
c) Why Teach Pronunciation? .....	15
d) Approaches and Techniques of Teaching Pronunciation.....	19
e) The mediating approach.....	25



f) Assessing Pronunciation .....	28
g) The use of teaching media in pronunciation teaching.....	29
2. Audio Books .....	31
a) Definition of audio books.....	31
b) Why audio books?.....	32
c) How to use audio books in pronunciation teaching .....	35
B. Conceptual Framework .....	37
 CHAPTER III RESEARCH METHOD	
C. Research Design.....	40
D. Subjects of the Study.....	42
E. Setting .....	42
F. Research Procedure.....	43
G. Research Instrument.....	47
H. Data Collection Technique.....	48
I. Data Analysis .....	49
J. Research Validity and Reliability .....	50
1. Research validity.....	50
a) Democratic validity .....	50
b) Outcome validity .....	50
c) Process validity .....	51
d) Catalytic validity .....	51
e) Dialogic validity .....	51
2. Research Reliability .....	51
 CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Reconnaissance .....	53
a) Identifying the field problems .....	54
b) Selecting the field problems to be solved.....	64

c) Determining the actions to solve the problems and the rationale behind the actions.....	65
B. The implementation of the actions and discussion .....	70
1. Cycle 1 .....	71
a) Planning.....	71
b) Action and Observation.....	77
c) Reflection .....	96
C. The Result of the pre-test and post-test.....	103
D. General findings.....	105

## CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion .....	107
B. Suggestion.....	107

## REFERENCES



## **LIST OF TABLES**

Table 1. English Phonemes

Table 2. Summary of English Pronunciation Teaching Approaches and Techniques

Table 3. Test of spoken English scoring scale for pronunciation

Table 4. Test of spoken English scoring scale for fluency

Table 5 Pronunciation diagnosis

Table 6. Problem identification

Table 7. Weighing process based on urgency level

Table 8. Weighing process based on feasibility

Table 9. The planned actions based on the problems to be solved

Table 10. The materials coverage for cycle I

Table 11. The result of the pre-test

Table 12. The result of the post-test

## **LIST OF FIGURES**

Figure 1. Features of English Pronunciation

Figure 2. Action Research Model based on Kemmis and McTaggart (1988), taken from Burns (2010)

Figure 3. Modified action research model based on Burns' (2010) model

Figure 4. The comparison of the pre-test and post-test results



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**ABSTRACT**

This study was aimed at improving the pronunciation intelligibility of the XI grade students of SMA Negeri 8 Yogyakarta by utilizing audio books. The key problems of pronunciation teaching and learning are, 1) the fact that the subjects rely too much on the segmental pronunciation and therefore they do not pay attention on the suprasegmental pronunciation, 2) that the subjects' pronunciation is highly affected by their mother tongue and Indonesian language, and 3) that the time allocation for focused pronunciation teaching is considered unnecessary.

In regard to these problems, attempts had been made through an action research by utilizing audio books and other audio book-like teaching media through a technique which integrated listening-while reading, choral reading aloud, and choral repetition in order to at least introduce to the subjects about the suprasegmental features of English pronunciation and that the community in the institution could realize the importance of pronunciation teaching. The research steps included initial data collection, planning and observation, and reflection. This model was based on Burn's (2010) action research model. The subjects were 35 grade XI students of the Social Science Program of SMA Negeri 8 Yogyakarta. In order to come up with more informed conclusion, both qualitative and quantitative data analyses were used. The data collected through interviews and observation were analyzed to obtain qualitative description; and, a pre-test and a post-test were administered by analyzing the subjects' pre-recorded mechanical spoken English production, to obtain the quantitative description.

The result of the qualitative data analysis shows that the subjects' pronunciation intelligibility has improved a little. However, the quantitative data analysis indicates that the subjects' pronunciation intelligibility was not yet significantly improved. The most possible factor of these results was due to the fact that the amount of time allocated for the researcher to conduct the action research was not ideal.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

In the area of English language pedagogy, pronunciation is one of the language skills (speaking sub-skill), which is receiving more and more attention from either the English language teaching theorists or the language educators. This might be due to the fact that more people now realize the importance of this skill. According to Jack c. Richards and Willy A. Renandya (2002: 175), “Pronunciation (also known as phonology) includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as suprasegmental features such as stress, rhythm, and intonation.”.

However, in Indonesia particularly, attention to the importance of the pronunciation teaching is not as prominent as the attention to the teaching of the four major language skills, which are listening, speaking, reading, and writing. This can be seen in the curriculum design of the high schools where the teaching of pronunciation is not explicitly designed as an instructional material in its own right. Rather, the teaching of pronunciation is incidental (Kelly, 2000) depending on whenever students make pronunciation errors in the process of speaking or reading aloud. This means that the teaching of pronunciation depends highly on the teaching of speaking. Kelly (2000: 13) emphasizes, “There are two key problems with pronunciation teaching. Firstly it tends to be neglected. And secondly when it is not neglected, it tends to be reactive to a particular problem



that has arisen in the classroom rather than being strategically planned". In short, the teaching of pronunciation in schools is not well planned and not structured.

There is no doubt that pronunciation skill contributes much to the language performance, particularly speech performance, of English as A Foreign Language (EFL) learners. At surface level, an EFL learner's language performance is often judged by his/her speaking ability and one of the indicators of a good speaker is his/her pronunciation because pronunciation is the main factor determining understandable speaking or speech. Without proper pronunciation, a learner's will find it difficult to speak with native speakers. When he/she tries to speak to a native speaker he/she might see the frown in the native speaker's face and hear him/her saying 'Sorry?' or "pardon?" as a sign of confusion.

When speaking a language like English, where spelling and pronunciation are two different things (there is no tight relationship between spelling and pronunciation), an EFL learner should produce clear pronunciation or his/her English will not be understood by his/her listeners. The term 'clear pronunciation' in this case means that an EFL learner is not only good at articulating segmental sounds in English like the native speakers but also at placing the stress and patterning the intonation.

Unlike in English, in Indonesian language the spelling and pronunciation are very much the same so there is no need to study its pronunciation. This difference, as suggested by the contrastive analysis, creates negative transfers when an EFL learner is learning English. Negative transfer occurs when the

differences between a learner's native language and the target language blocks the acquisition of the target language. For example, any Indonesian beginner English learner will pronounce the word *does* as /does/ instead of /dʌz/ in his/her first encounter with the word. Another difference in terms of pronunciation is that English is stress-timed language while Indonesian is syllable-timed. Being stress-timed language, the time spent in pronouncing every single syllable is not the same in length compared to that spent in syllable-timed language like Indonesian. This difference makes it difficult for Indonesian English learners to speak fluently.

That is why at earlier stages of learning pronunciation, Indonesian EFL learners are forced to exhaust practicing segmental articulation of English words in isolation. This also had become one of the reasons why many English teachers in Indonesia ended up training their students in mastering word-level or dictionary pronunciation (Gilbert, 2008) and neglecting the greater importance of suprasegmental level of pronunciation. In this way, the teachers had unconsciously led their students to underestimate the communicative value of English prosody like stress, intonation, and rhythm.

In addition to the problems of teaching English pronunciation in EFL circumstance of Indonesia, the role models are very limited. Role models come mostly from English teachers and only few of them use English as a medium of instruction. It is significantly different from that of ESL circumstance where role models are highly available in the social environment and above all they are native speakers of English.

It is popularly agreed that the availability of role models helps the learners obtain rich authentic exposure from their social environment. Thus, there is a great chance for pronunciation acquisition to take place easily. Unfortunately this is not the case in Indonesia.

The main problem is then finding the best way of teaching pronunciation. Throughout the history of language teaching, approaches to teaching pronunciation have shifted from focusing merely on the segmental features of English sounds to an approach that puts emphasis more on the communicative use of the suprasegmental features. The earlier approach, which was predisposed by the Direct Method and Audiolingualism (Jones, 2002), focuses much on building the EFL learners' articulatory competence by which they are supposed to pronounce perfectly like native speakers or to obtain the so-called Received Pronunciation (RP) (Kelly, 2000). On the other hands, the latter approach is more holistic and communicative in nature, which is inspired by the emergence of the Communicative Language Teaching (CLT). Jones (2002: 178) stated, "... emphasizing the broader more meaningful aspects of phonology in connected speech rather than practice with isolated sounds ...." Furthermore, Brown (2001: 283) also suggested that the teaching of pronunciation should be in form of top-down processes where stress, rhythm, and intonation are given high priority.

To take a mediating approach, this study suggests that both approaches are combined. Neither of the two approaches should be more prioritized over the other. If the students are good at both segmental and suprasegmental pronunciation they can be confident intelligible speakers of English.



But, how are we going to apply this so-called mediating approach? This question comes up for neither building the EFL learners' articulatory competence nor building their competence in the suprasegmental level is easy to do instantly. It takes quite long even very long to build those competences all at once. The ideal way seems to be that the building of articulatory competence should precede that of suprasegmental. But, what if we can afford an alternative way? In fact, this is what the study is intended for. This research is going to propose a new practice that focuses on how to build both competences all at once, in an integrated learning activity; that is, listening to unabridged audio books and at the same time reading the corresponding text. The use of audio books does not only integrate the importance of both segmental and suprasegmental features but also provide enormous exposure to authentic language use in a rich context discourse. In this case, audio books that are going to be utilized are those of literary works like short stories or novels because literary works are considered to be good choices to maintain the students' involvement during the process because of the entertainment aspect of this genre.

As the amount of exposure to the materials in the form of unabridged audio books the learners are expected to silently internalize the features of English pronunciation. In this case, not all features have to be internalized but priority is given to those features that are very important in building intelligible pronunciation. As this kind of process takes place consistently the researcher believed that there will be significant changes in the students' pronunciation pattern and the effect of their first language accent even will wear off but not

entirely absent. The habit of pronouncing the target language in the way they pronounce their first language will fade out because the students begin to adjust their habit into the new habit of the target language. This can only occur if they are already familiar with the new habit. Therefore the students will be exposed to this new habit through the use of unabridged audio books.

Historically, the earlier use of audio books in pedagogical field was only limited to replacing the ‘read-aloud’ teaching technique in the elementary education. Also, audio book was first used to help those who couldn’t read printed text. Therefore, the use of audio books in the EFL teaching context is a new perspective. Later, however, several studies have tried to investigate the significance of using audio books on the students reading skill. But, unfortunately, audio books have never been seriously studied to investigate how it will contribute to English pronunciation teaching.

## **B. Identification of the Problem**

As partly stated in the background of the study, the problems in pronunciation teaching and learning in Indonesia can be generally identified as follows. First, the teaching of pronunciation is not explicitly designed as an instructional material in its own right. This problem is noticeable in the curriculum design in which pronunciation teaching is not well specified alongside the four major language skills. It depends highly on the teaching of speaking. This leads to the second problem; that is, the teaching of pronunciation in schools is not well planned and not structured. The third problem is that the difference

between English and Indonesian language in terms of pronunciation creates negative transfer, which leads to difficulties for the Indonesian EFL learner in acquiring intelligible pronunciation. And, finally the fourth problem is that the availability of role models in the society is very limited therefore exposure to authentic pronunciation is also limited.

These problems have grabbed much attention from researchers in the field of language pedagogy for the sake of finding the effective pronunciation teaching methods. The earlier techniques were predisposed by the Direct Method and Audiolingualism (Jones, 2002), which focused on building articulatory competence. However, with the emergence of the Communicative Language Teaching (CLT), pronunciation teaching methods has changed into a new shape, where the teaching of pronunciation focused on building the suprasegmental competence.

Instead of relying on one of the above confronting arguments, this study is going to investigate how they work if combined. This combination is realized in a learning activity; that is, reading and listening to audio books. Therefore, this study is going to make efforts to improve the pronunciation skill of IPS XI students of SMA Negeri 8 Yogyakarta by utilizing unabridged audio books.



### **C. Limitation of the Problem**

Due to several limitations in terms of time, budget, and research experience in the part of the researcher, the study focuses only on improving the students' pronunciation intelligibility of IPS XI students of SMA Negeri 8 Yogyakarta by utilizing unabridged audio books.

### **D. Problem Formulation**

Based on the problems limitation above, this study is going to focus on improving the pronunciation intelligibility of the grade XI students of the Social Science Program of SMA Negeri 8 Yogyakarta. Therefore, the problem formulation of this research goes as follows: "How the unabridged audio books should be used through cycles of actions to improve the pronunciation intelligibility of IPS the grade XI students of the Social Science Program of SMA Negeri 8 Yogyakarta.

### **E. Research Objectives**

This study is aimed at improving the pronunciation intelligibility of the grade XI students of the Social Science Program of SMA Negeri 8 Yogyakarta by utilizing audio books and other audio book-like teaching media through a technique which integrated listening-while reading, choral reading aloud, choral repetition. In order to achieve this objective the following more specific objectives should be achieved:

- Enabling the students to comprehend and mechanically produce intelligible English sound patterns.

- Enabling the students to communicatively produce intelligible spoken English.

To see the outcome, the researcher is going to describe the level of pronunciation performance of the students before and after they are exposed to audio books through two or more cycles of planning, action, observation, and reflection.

#### **F. Significance of the Study**

This study is particularly significant for language researchers and English teachers. For language researchers, this research is expected to bring about a fresh perspective regarding pronunciation teaching technique that is in line with the existence of technologies in language teaching. The idea of audio books in this research shall open new gate of inquiries in the world of language pedagogy, especially pronunciation teaching, particularly in the context of EFL.

For language teachers, this research shall encourage teachers to utilize the existing teaching media in any way possible like using audio books. The presence of audio books is very superior in terms of access to authentic pronunciation exposure. Unlike the authentic exposure accessed from reading books or listening to speech or lecture by native speakers, audio books comes with both authentic pronunciation by native speakers and authentic materials. Therefore, this research is expected to give new perspective for teachers in doing their job as practitioner.

## **CHAPTER II**

### **THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Theoretical Review**

##### **1. Pronunciation**

###### **a) The Definition of Pronunciation**

It is indisputable that pronunciation is the core aspect of English speaking skill. It determines whether or not one's speech is understandable so that the communication can run well. It is not only about mastering the place and manner of articulation but also about properly placing both word and sentence stress and applying intonation and rhythm properly in an utterance or in a longer stretches of utterances called discourse. In other words, the accuracy of articulation (segmental articulation) and the application of suprasegmental features are two important aspects of intelligible pronunciation, without understanding of which there will be difficulties impeding the process of pronunciation teaching and learning in the context of EFL.

To define pronunciation, let us review some generally accepted definitions. According to Longman Dictionary of Applied Linguistics (1985:232), pronunciation is "the way a certain sound or sounds are produced". In slightly different way, Wikipedia.com (29/09/2013) defines pronunciation as "the way a word or a language is spoken, or the manner in which someone utters a word".

The dictionary.reference.com (29/09/2013) defines pronunciation in four different ways:

1. The act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability: They are arguing about the pronunciation of “forte” again. His pronunciation retains charming traces of his early years in Ireland.
2. An accepted standard of the sound and stress patterns of a syllable, word, phrase, etc.: He said the pronunciation of “curl” is kûrlkɜrlkurl not koilkœilkoi
3. The conventional patterns of treatment of the sounds of a language: the pronunciation of French.
4. A phonetic transcription of a given word, sound, etc.: The pronunciation of “pheasant” is fez·ənt'fɛz əntfez-uh nt

From the conventional definitions above we can now draw another definition that fits within the context of this research. Pronunciation is the way to produce meaningful sound or sounds that at least qualify for intelligible English speech production. Meaningful sounds here means to make distinction between producing sounds that can be any meaningless sound and the ones that qualify for acceptable English sounds. This also includes both understandable articulation of sound segments and proper application of suprasegmental features in an utterance or longer stretches of utterances. This kind of definition is descriptive in nature (not prescriptive), the main goal of which is intelligible pronunciation.

#### **b) The Features of English Pronunciation**

Pronunciation is divided into two general features, namely segmental features and suprasegmental features. Segmental features deal with the articulation of the smallest units of sound called phonemes. The International Phonetic Alphabet (IPA) enlists 44 different symbols that represent the sounds in English, including 20 symbols for vowels and 24 symbols for consonants.



The vowel sounds are further categorized into two parts, single vowels and diphthongs. Single vowels are categorized into short and long ones. Diphthongs are combination of two different vowels, Burns (2003) in Gilakjani (2012), for example, /ai/ as in I or /ei/ as in game. Unlike vowel sounds which are all voiced sounds, consonants are categorized into voiced and unvoiced. Voiced consonants are produced in a certain manner that cause the vocal cord located in the larynx to vibrate (Spencer et al, 2009) while unvoiced consonants are produced without causing the vocal cord to vibrate. To tell whether a consonant is voiced or not, one can simply hold his/her Adam's apple and if it is vibrating then the consonant is voiced, or vice versa.

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY		
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Table 1. English Phonemes (taken from: [www.esl-lounge.com](http://www.esl-lounge.com))

Suprasegmental features are broader in nature compared to segmental ones. Being broader in this sense means they are more bound to communicative function of spoken English. Therefore suprasegmental features will only be perceived clearly in a discourse level or pragmatic level except word stress. They can be divided into three important categories, namely stress, rhythm, and

intonation (Richards and Renandya, 2002: 175). Stress can be either word stress or sentence stress. These categories work together to serve the speakers' intention of delivering meanings or messages to the listeners.

Word stress can be found in three different locations – in the initial, middle, or final syllable - in a word depending on the number of syllables and the part of speech of the word. For instance, the word 'content' when functioning as a verb or an adjective (which means to satisfy or satisfied respectively) has the stress in the middle syllable - /kən'tent/ (Cambridge Advanced Learners' Dictionary) - but when functioning as a noun the stress is located in the initial syllable - /'kɑ:n-tent/ (ibid).

Sentence stress is normally located in any syllable of the content words, however, it can also be found in any part of a sentence including the function words like 'the', 'to', 'at', and so on, depending on the meaning the speaker is intending to deliver. For example, the sentence 'I want to go shopping' can have the stress either on the subject 'I', on the verb 'want', on the infinitive verb 'go', or on the word 'shopping'. The stress on the subject is to emphasize that it is not other people but the speaker who wants to go shopping, thereby answering the question: "Who wants to go shopping". Moreover, the stress on the verb 'want' indicates that the speaker 'wants' to go shopping not 'must' go shopping or 'needs' to go shopping. This kind of stress placing also applies in the same fashion to the rest of the sentence.

Rhythm is the description of a language in terms of being flat or strong in beat. The stressed words receive strong beat and the unstressed words receive flat

beat. The rhythm is adjusted to the place of the stress by ‘sacrificing’ the pronunciation of the unstressed words (usually done by making contraction or elision). If, for example, an utterance has three stressed words then the time needed to pronounce the utterance will not change no matter the number of the words in that utterance. This can be explained by pronouncing the sentences below:

Dogs chase cats;  
 The dogs chase cats;  
 The dogs chase the cats;  
 The dogs will chase the cats;  
 The dogs will be chasing the cats.  
 (Taken from: <http://www.youtube.com/watch?v=sUMM5eCvi8w>)

The content words ‘dogs’, ‘chase’, and ‘cats’ receive primary stresses but all the function words like ‘the’, ‘will’, and ‘be’, receive weak stresses. This is why the time needed to pronounce the first and the other four sentences is the same in length. One simple way to measure the rhythm is by tapping your hand on a table. Keep the same rhythm while pronouncing all the sentences. Follow the YouTube link for detailed explanation.

Intonation is simply the description of language sounds in terms of being raising or falling in pitch. In English, the raising-and-falling pitch pattern that occurs within the context of discourse is dependent to the speakers’ meaning. Every single pitch pattern can indicate information such as “grammatical, syntactic, semantic or attitudinal information” (Odisho 2003: 59 in Hietanen, 2012). For example, raising pitch at the end of an utterance generally indicates a question in form of yes-no question or question tag (Madya, 2000) and falling pitch, on the other hand, indicates a statement (Dale and Poms, 2005).

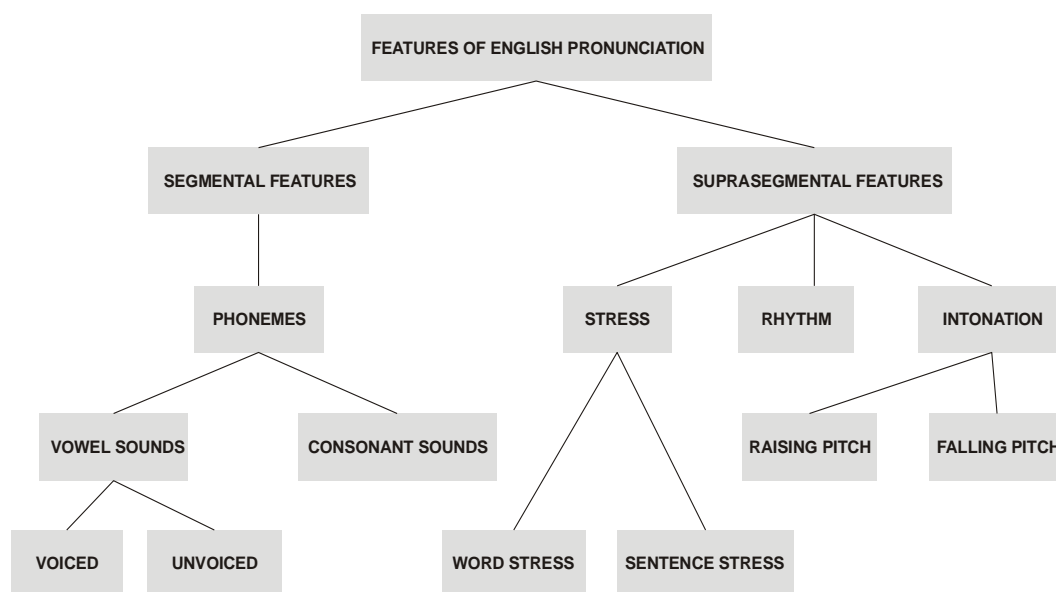


Figure 1. Features of English Pronunciation

### c) Why Teach Pronunciation?

The fact that pronunciation teaching in Indonesia is not integrated in the national curriculum of the high schools ignited the growing belief that pronunciation teaching is not really necessary to be thought of as independent subject among other four main language skills – listening, speaking, reading, and writing. Many teachers consider pronunciation teaching as boring activity because when thinking about it they imagine the monotonous and exhausting sound drilling activities suggested by the old pronunciation teaching approach. As a result of this situation, teachers allocate much of their attention and time to the teaching of the four language skills and underestimate the significant contribution of pronunciation teaching to the students' communicative competence.

However, as we have pointed out earlier in this chapter, the understanding or being aware of the two main features of pronunciation indeed

can contribute significantly to the development of the students' communicative competence. Both segmental and suprasegmental features of pronunciation are two elements that must be put into account before trying to produce intelligible pronunciation.

Errors made by an Indonesian EFL learner in segmental level could damage the process of communication due to the great differences between English and Indonesian in terms of pronunciation. Without properly training the students on how to pronounce English words in isolation Indonesian students will face a great difficulty in pronunciation because their mother tongue is not pronounced the way English is pronounced. The habit in their mother tongue will make them pronounce, for example, the word education as /edʊtʃation/ instead of /ˌed.jʊˈkeɪ.ʃən/ (Cambridge Advanced Learners' Dictionary). The writer still distinctly remembers one of his junior high school classmates making severe segmental errors when he was prompted to read aloud a question from the text book: 'Where does he live'. He innocently pronounced the sentence like how he pronounced Indonesian words, /were does he live/ instead of /wer dæz hi liv/ (ibid)

Segmental errors may also include the failure in making distinction in a minimal pair. For example, the failure in making the distinction between the words soup /su:p/ and soap /səʊp/ that ends up mispronouncing the first with /səʊp/, or vice versa, will cause misunderstanding. Errors like these will bring negative impression for the errors maker and will make it difficult for her/him to be understandable to other members of language community (Kelly, 2000: 11).



Meanwhile, suprasegmental errors can also hindrance the process of spoken communication. This is because in the process of conversational exchange, for instance, native speakers of English pick up meanings from the utterance they hear by the rhythm (O'Shea and Bainbridge), stress, and intonation. Suprasegmental features are the immediate features the listeners pay attention to in real-time conversation. Listeners firstly process and try to comprehend the intonation pattern and the stress placing from an utterance before they go through the whole utterance because these features are what the listeners can recognize easily, especially in a fast stream of speech. In a fast stream of speech, unstressed words are pronounced unclearly to create clear contrast for the focus word which receives main stress and emphasis in terms of pitch (Gilbert, 2008) because the focus word carries the most relevant clue for the speakers' main messages.

Kelly (2000: 12) gives a very clear example of how suprasegmental errors can make the listener misunderstand the speaker's intention. The followings are two same sentences used by Kelly to illustrate this idea. Both can have different function if pronounced differently.

- Why don't you come to my PARty?
- WHY don't you come to my party?

The first sentence is pronounced by placing the stress on the first syllable of the word 'party' (capitalized letters indicates the place of the stress); and using falling intonation at the end of the sentence (ibid), thereby functioning as an invitation for the listeners. On the other hand, the second sentence is pronounced by placing the stress on the word 'why'; and using raising intonation at the end of

the sentence (ibid), which indicates a question why the listener refuses to come to the party.

To easily show how intonation can help the listener grasp the speaker's meaning, let us see Wong's (1987: 61) example of one-word utterances in Brown (2001:286) that can only be understood by paying attention to the intonation.

A: Good? ↗  
 B: Delicious. ↘  
 A: More? ↗  
 B: Please. ↘

The conversation above consists of only one word per utterance. Without referring to the intonation property it is difficult to understand what is being talked about. The raising intonation at the first and third utterance (arrow pointing down represents falling intonation and vice versa) indicated yes-no question 'Is it good?' and 'Do you want some more?' respectively. The falling intonation on the second and last utterance, however, means 'it is delicious' and 'Yes, I want some more, please' respectively. Thus, in live conversations, suprasegmental features are also of significant importance.

Ignoring the importance of any of the two aspects above, in order to train the Indonesian students to be legible speakers of English, will eventually lead to dissatisfying results. Building the students' articulatory competence in order to, at least, train them how to articulate certain sounds, especially those that do not exist in Indonesia or to approach a native-like pronunciation is not impossible in the context of English as a Foreign Language. With the articulatory competence, an EFL learner can produce every single segmental sound by using the right manner and place of articulation. However, it also highly suggested that learners also

acquire the suprasegmental competence which enables them to correctly place the stress and pattern the intonation as they are producing a piece of discourse.

#### d) Approaches and Techniques of Teaching Pronunciation

To review the pronunciation teaching approaches and techniques throughout the history of language teaching, the following is a table containing the summary of Celce-Murcia's (1996) review of pronunciation teaching approaches and techniques.

Approaches or Method	Description
An intuitive-imitative approach (before the late 19th century)	An intuitive-imitative approach (1) depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; (2) presupposes the availability, validity, and reliability of good models to listen to.
An analytic-linguistic approach	(1) utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement <b>listening, imitation, and production</b> . (2) explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. (3) was developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.
Direct Method	Pronunciation is taught through intuition and imitation. Naturalistic version of direct method, including comprehension methods that devote a period of learning solely to listening (to internalize the target sound system) before any speaking is allowed, e.g., Asher's (1977) Total Physical Response and Krashen & Tenell's (1983) Natural Approach.
The Reform Movement, inspired by International Phonetic Association founded in 1886	International Phonetic Alphabet (IPA) was developed to describe and analyze the sound systems of languages. The phoneticians, also teachers specifically advocated the following notions and practices: (1) The spoken form of a language is primary and

	<p>should be taught first.</p> <p>(2) The findings of phonetics should be applied to language teaching.</p> <p>(3) Teachers must have solid training in phonetics.</p> <p>(4) Learners should be given phonetic training to establish good speech habits.</p>
Audiolingualism (in US) / Oral Approach (in Britain) during (1940s & 1950s)	<p>(1) pronunciation is very important and is taught explicitly from the start</p> <p>(2) the teacher also makes use of information from phonetics, such as a visual transcription system (modified IPA or some other system) or charts that demonstrate the articulation of sounds.</p> <p>(3) the teacher often uses the minimal pair drill:</p> <p>(a) Word drills: sheep – ship green – grin</p> <p>(b) Sentence drills:</p> <p>(b-1) Syntagmatic drills (contrast within a sentence) Don't sit in that seat. Did you at least get the list?</p> <p>(b-2) Paradigmatic drills (contrast across two sentences) Don't slip on the floor. (It's wet.) Don't sleep on the floor. (It's cold.)</p>
Cognitive Approach (the 1960s) influenced by transformational-generative grammar (Chomsky, 1959,1965) and cognitive psychology (Neisser, 1967)	<p>viewed language as rule-governed behavior rather than habit formation.</p> <p>It deemphasized pronunciation in favor of grammar and vocabulary because</p> <p>(1) native-like pronunciation was an unrealistic objective and could not be achieved (Scovel, 1969);</p> <p>(2) time would be better spent on teaching more learnable items, such as grammatical structures and words.</p>
The most commonly used approaches	<p>Various methods and approaches placed pronunciation skill either at the forefront of instruction, as was the case with Reform Movement practices and the Audiolingual/Oral Method, or in the back wings, as with the Direct Method and naturalistic comprehension-based approaches, which operated under the assumption that errors in pronunciation (and other errors, for that matter) were part of the natural acquisition process and would disappear as students gained in communicative proficiency. Other methods and approaches either ignored pronunciation (e.g., Grammar Translation, reading-based approaches, and the Cognitive Approach) or taught pronunciation through imitation and repetition (Direct Method), or through imitation supported by analysis and linguistic</p>

	information (Audiolingualism).
The Silent Way (Gattegno, 1972, 1976)	<p>Silent Way can be characterized by the attention paid to accuracy of production of both the sounds (segmental and suprasegmental features) and structures of the target language from the very initial stage of instruction but <b>without having to learn a phonetic alphabet</b></p> <p>How does the Silent Way work in terms of teaching pronunciation?</p> <p>(1) The teacher speaks as little as possible, indicating through gestures what students should do.</p> <p>(2) It includes an elaborate system in which teachers tap out rhythmic patterns with a pointer, hold up their fingers to indicate the number of syllables in a word or to indicate stressed elements, or model proper positioning of the articulators by pointing to their own lips, teeth, or jaw.</p> <p>(3) The Silent Way teachers have to use several indispensable tools of the trade such as a sound-color chart, the Fidel charts, word charts, and colored rods.</p>
Community Language Learning (Charles A. Curran, 1976)	<p>Community Language Learning (CLL) is a method developed for teaching second and foreign languages. Several tools and techniques are critical to the treatment of pronunciation in CLL.</p> <p>(1) The audiotape recorder not only captures what is said in the student-generated utterances but also provides a way for students to distance themselves from what was said, so they can focus on how it was said and compare their pronunciation with that of the counselor.</p> <p>(2) The human computer technique, which gives no overt correction of pronunciation, allows the student to initiate pronunciation practice by selecting the item(s) to practice and deciding the amount of repetition needed. In this way, students are able to approximate the target pronunciation to the extent that they desire. Thus the teaching approach is intuitive and imitative as in the Direct Method, but its exact content and the extent to which practice takes place are controlled by the learner/client rather than the teacher or textbook.</p>
Communicative Approach (1980s)	<p>The Communicative Approach holds that the goal of teaching pronunciation is not to make them sound like native speakers of English but intelligible speakers. With the exception of a few highly gifted and motivated individuals</p> <p>Problem: How can teachers improve the pronunciation</p>



	<p>of unintelligible speakers of English so that they become intelligible? Lack of practical methodology (an agreed-upon set of strategies for teaching pronunciation communicatively).</p> <p>to teach pronunciation. The following is a fairly comprehensive list:</p> <ol style="list-style-type: none"> <li>1. Listen and imitate: using of tape recorders, language labs, and video recorders.</li> <li>2. Phonetic training: Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet (a technique from the Reform Movement, which may involve doing phonetic transcription as well as reading phonetically transcribed text).</li> <li>3. Minimal pair drills</li> <li>4. Contextualized minimal pairs</li> <li>5. Visual aids: Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc. These devices are also used to cue production of the target sounds.</li> <li>6. Tongue twisters: A technique from speech correction strategies for native speakers (e.g., "She sells seashells by the seashore.")</li> <li>7. Developmental approximation drills: A technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language.</li> <li>8. Practice of vowel shifts and stress shifts related by affixation: A technique based on rules of generative phonology (Chomsky &amp; Halle, 1968) used with intermediate or advanced learners.</li> <li>9. Reading aloud/recitation: Passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation. This technique usually occurs with genres that are intended to be spoken, such as speeches, poems, plays, and dialogues.</li> <li>10. Recordings of learners' production: Audio- and videotapes of rehearsed and spontaneous speeches, free conversations, and role plays. Subsequent <b>playback</b> offers opportunities for feedback from teachers and peers as well as for teacher, peer, and self-evaluation.</li> </ol> <p>Today we see signs that pronunciation instruction is moving away from the segmental/suprasegmental</p>
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	debate and toward <b>a more balanced view</b> . Today's pronunciation curriculum thus seeks to identify the most important aspects of both the segmentals and suprasegmentals, and integrate them appropriately in courses that meet the needs of any given group of learners.
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Table 2. Summary of English Pronunciation Teaching Approaches and Techniques

Throughout the history of language teaching, particularly pronunciation teaching, we understand that approaches in pronunciation teaching has changed fundamentally from discrete, poor-context, and exhausting pronunciation teaching activities to the new one that emphasizes the importance of broader features like intonation, stress, and rhythm. The proponents of the earlier approach believed that EFL/ESL learners should master flawless or perfect articulation of English words in order to acquire Standard English pronunciation notably called Received Pronunciation (RP). As a respond to this approach, many EFL/ESL classes had used such activities as minimal pair drilling; making phonetic transcription as suggested by the reform movement and the audiolingual method, all of which does not significantly improve the learners' communicative competence.

The latter approach, however, take its position in completely different location in a continuum (the earlier approach at the one end and the latter approach at the other). This is also pointed out by Brown (2001: 283) by stating: "Current approaches to pronunciation contrast starkly with the early approaches". The proponent of this approach believed that pronunciation teaching must focus on suprasegmental features. One of the arguments says that in real-time occurrences of spoken English, pronunciation of every single word will change

depending on the speakers' way of placing the sentence stress and applying the rhythm based on the position of the stress (Bainbridge and O'Shea). Unstressed words are usually pronounced unclearly to create a contrast for the stressed words (Gilbert, 2008) which are pronounced clearly referring to the dictionary pronunciation.

However, one limitation of the latter approach is the teaching of suprasegmental features does not focus on making the students aware of those features in highly contextual way. In other words, it doesn't focus on the student's reception of those features. Rather, the pronunciation teaching activities that dominated this approach is the use of rigid rules of pronunciation in both segmental and suprasegmental level, which is, of course, lack of context. As we know, as far as language acquisition and discourse is concerned, context is a very important element.

#### **e) The mediating approach**

As pointed out in chapter 1 and earlier in this chapter, this study takes its position in the point of view that pronunciation is best acquired in meaningful pieces. Pronunciation teaching must be started from the broader pragmatic view point also known as top-down approach which is proposed by Brown, (2002); Pennington & Richards, (1986) and Pennington, (1989) in Jones, (2002). This simply means that pronunciation teaching should start from the easiest part to the hardest one, which is similar to the natural order of pronunciation acquisition by native speakers.

When the students are exposed to a piece of spoken discourse, the first thing they are dealing with is processing the suprasegmental features of English pronunciation. Then they are given time to try to grasp why the native speakers speak the way they do; choose particular place for sentence stress and intonation pattern over the other available choices. Therefore, in line with this idea, Roach (1991) states:

The only really efficient way to learn to use the intonation [or other segmental features] of a language is the way a child acquires the intonation of its first language, and the training referred to above should help the adult learner of English to acquire English intonation in a similar (through much slower) way – through listening to and talk to English speakers.

Top-down process means that pronunciation teaching process should not spend too much time on teaching and learning discrete pronunciation which rarely occurs in real life or authentic situation. The whole process should be based on any instances or excerpts of real life situation where spoken English naturally occurs. However, it is important to keep in mind that embracing the top-down technique generated from the communicative language teaching does not necessarily mean that that we discard the entire practices of segmental training. In fact, every approach and technique enlisted in table.1 contributes to the concept and the process of teaching pronunciation in this study. This is why it is called the mediating approach.

Discourse-based pronunciation teaching is the answer to this problem because the actual pronunciation of every English word depends on the neighboring words and the message being delivered. In short, the actual

pronunciation of a piece of discourse is highly contextual in nature. This goes smoothly with the definition of discourse analysis itself, which is the study of language in context (McCarthy, 1991).

Pennington and Richards (1986) in McCarthy (2000:90) argues that “pronunciation is important as aspect of discourse-oriented language teaching”. Discourse based pronunciation teaching practically imply that the students should be exposed to as much authentic pieces of spoken discourse as possible by, for instance, listening to short English conversations by native speakers, dialogues, stories, lectures, audio books, songs, news on TV, and even movies. In this way, language is learnt not piece by piece of isolated language items but by broader pieces in form of discourse that integrates all the natural features of English pronunciation.

With this mediating approach, it is expected that at least the students will be aware of and comprehend the two main features pronunciation and how these features contribute to intelligible pronunciation. In practice, the pronunciation teaching process must not burden the students with detail and exact features of segmental as well as suprasegmental in their speech production because “intonation [for instance] is not a set of exact, complex alternatives which must be mimicked perfectly” (Kenworthy, 1988) Perfect mimicry of pronunciation does not work most of the time in real life situation. This is also why the development of voice recognition software still faces many practical problems. It can only understand standard and exact pronunciation.



The following link is YouTube video showing why perfect or exact pronunciation doesn't always work in real life situation. Voice recognition software is developed based on exact pronunciation. There are no two native speakers of English having exactly the same pronunciation.

<[http://www.youtube.com/watch?v=sAz\\_UvnUeuU](http://www.youtube.com/watch?v=sAz_UvnUeuU)>

The teaching process must flow as natural as possible. In other words, students don't have to produce perfect pronunciation. This kind of practice is pointed out by Harmer (2002: 185), arguing that:

The key to successful pronunciation teaching, however, is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken – either on audio or videotape or from the teacher themselves. The more aware they are the greater the chance that their intelligibility level will rise.

The ultimate goals of pronunciation teaching, therefore, are those that Burns (2003) in Gilakjani (2012) outlines. According to him there are three ultimate goals of pronunciation teaching:

- Intelligibility (the speaker produces sound patterns that are recognizable as English)
- Comprehensibility (the listener is able to understand the meaning of what is said)
- Interpretability (the listener is able to understand the purpose of what is said).

However, due to limitation of time as well as resources for conducting this study, the most feasible objective is the item number one since the ultimate purpose of using audio books in this study is to expose the students to authentic pronunciation which is later expected to help them internalize the natural features of pronunciation (segmental and suprasegmental) and imitate how the native

speakers of English naturally produce those features while speaking English in real-time situation. If the students are aware of those features, it is highly expected that the students' ability to produce or articulate intelligible pronunciation will increase. This belief is supported by Dalton (1997) emphasizing the importance of good language reception on the student's language production:

There is also a tendency for us to focus on production as the main problem affecting our learners. Most research however, shows clearly that the problem is more likely to be reception - what you don't hear, you can't say. Moreover, if the "English" sound is not clearly received, the brain of the learner converts it into the closest sound in their own language.

#### **f) Assessing Pronunciation**

In this study, the pronunciation intelligibility of the students will be measured using read-aloud tasks (Brown, 2004: 147) to see whether or not the actions that will be carried out results in some improvement. Read-aloud tasks are technique of measuring pronunciation skill by having the test takers read aloud a short passage. The output of this read-aloud task is recorded for analysis and scoring. The recorded output is analyzed and scaled based on pronunciation and fluency (ibid). This pronunciation scoring method is practically advantageous in terms of predictable output, practicality, reliability in scoring (ibid).

<b>Pronunciation</b>	
<b>points</b>	<b>Description</b>
<b>0.0-0.4</b>	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
<b>0.5-1.4</b>	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
<b>1.5-2.4</b>	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
<b>2.5-3.0</b>	Occasional non-native pronunciation errors, but the speaker is always intelligible.

Table 3. Test of spoken English scoring scale for pronunciation (TSE, 1987: 10 in Brown, 2004: 148)

Fluency	
points	Description
<b>0.0-0.4</b>	Speech is so halting or fragmentary or has such a non-native flow that intelligibility is virtually impossible.
<b>0.5-1.4</b>	Numerous non-native pauses and/or non-native flow that interferes with intelligibility.
<b>1.5-2.4</b>	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.
<b>2.5-3.0</b>	Speech is smooth and effortless, closely approximating that of a native speaker.

Table 4. Test of spoken English scoring scale for fluency (TSE, 1987: 10 in Brown, 2004: 149)

#### **g) The use of teaching media in pronunciation teaching**

The advent of technology especially digital technology has brought significant contribution in the field of language teaching in general and in the field of EFL teaching in particular. This can be seen in the development of advanced computer software based on the popularly known computer assisted language learning (CALL). In the field of pronunciation teaching, this kind of computer software or applications is called Computer Assisted Pronunciation Teaching (CAPT).

There are various kinds of CAPT software that can be downloaded from the internet, i.e. 'Pronunciation Power', 'American Sounds', 'Phonics Tutor', and 'Eyespeak' (Hashim, 2013). According to Finley et al in Hashim (2013) these computer apps feature:

- Speech analyzing windows or frames,
- Internet-based features like email answering, online help and chat sessions with human tutors,

- Animated views of the articulatory mechanics, video clips showing jaw, lip and tongue movement and waveform patterns of sound samples.

The only limitation of CAPT software is that they do not incorporate natural authentic pronunciation in a form of discourse, which is highly contextual in nature. Pronunciation Power, for example, focuses more on the perfect production of pronunciation in both segmental and suprasegmental level. Segmental articulation is illustrated very rigidly with animated views of the articulatory mechanics, showing jaw, lip and tongue movement and waveform patterns of sound samples. Suprasegmental features are also shown in the same rigid way and lack of context. It seems that CAPT software is intended to help students produce flawless pronunciation. However this doesn't mean it's not useful. In the context of Indonesia, CAPT software is useful tool in training the students to deal with difficult pronunciation because it shows the students the place and manner of articulation.

In addition to powerful media above we can use another different media that can be used to effectively expose the students with natural authentic pronunciation. Audio books are perfect option for this problem. The researcher so far has not found a study about the use of audio books especially for pronunciation teaching. A study by Chang (2011), however, has tried to investigate the effectiveness of reading while listening to audio books on the students' listening fluency and vocabulary gain. The result of her experiment shows that reading while listening to audio books effectively improves her subjects' listening fluency and vocabulary gain. Other studies by Kasmani and

Davoudy (2013), and (Türker, 2010; Brown & Fisher, 2006; O'Day, 2002) in Kartal and Simsek (2011), reported reading comprehension improvement after using audio books.

## **2. Audio Books**

### **a) Definition of audio books**

According to Merriam-Webster.com (2013), an audio book is “a recording of a book or magazine being read”. Similarly, the encyclopedia.thefreedictionary.com (2013), define an audio book as “a recording of a text being read”. There are two kinds of audio books – abridged and unabridged audio books. Abridged audio books are those that don't have the complete reading of the original text. The spoken text has been simplified to make it accessible the low-level readers. On the other hand, unabridged audio books are those that have a complete reading of the original text (encyclopedia.thefreedictionary.com, 2013)

In this study, the researcher is going to use the unabridged audio books. For practical reason it is necessary to give operational definition of audio books. The audio books that qualify for this study does not have to be those of published books but may include those of short stories, short autobiographies, or lectures with English subtitle taken from the internet, or even English movies with English subtitles. The most important things to consider about this type of teaching media are the integration of the spoken and written feature.

### **b) Why audio books?**

Training the students to have good articulation in word level is important, particularly for students whose native languages are greatly different from English, but it only tells the smaller part of the “story”. The other bigger part of the story is that teachers should at least familiarize their students with the frequently occurring pronunciation changes in discourse level pronunciation like when dealing with real-time conversations or authentic occurrences of language. This is where the use of audio books can play important role.

In this study audio books are hypothetically seen as instructional media that can be used to provide the EFL learners with exposures to authentic pronunciation through auditory and visual senses, given that the higher the rate of use the higher the rate of the exposure and finally the better the chance for the EFL learners to internalize and imitate the important aspect of native speakers’ pronunciation.

One advantage of audio books as pronunciation teaching media is that they naturally integrate the two main features of pronunciation (segmental and suprasegmental), the features that determine intelligible pronunciation. With the text version alone, the students are not exposed to both the segmental and suprasegmental features of pronunciation in an integrated way.

Another advantage of audio books is that they are widely available on the internet and any one can get them for free. One of the web sites that offer a free resource of audio books is the Project Gutenberg (<http://www.gutenberg.org/>). In this site most titles are under the humanistic heading including English literature,



philosophy, art, and so forth. There are also many web sites that offer a charged download but in return they provide more complete and up-to-date titles.

The authenticity aspect is also one benefit of audio books. According to Richards and Schmidt (2002: 42) authentic materials are “the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs.” Authentic materials are obviously very good at promoting language acquisition since they provide the learners with the natural features of language use by the native speakers. The authenticity of audio books is subtle in its both audio and written features. These features are not especially created for language teaching but for general purpose therefore audio books in this sense are authentic. Therefore, as the rate of using audio books is high then the pronunciation intelligibility of the students will naturally improve.

The last advantage of audio books is its practicality in terms of pronunciation teaching and measuring process. This will make the research rather less demanding for the researcher, who is still a beginner in the field; therefore the time needed to complete the study may less than regular time length.

The idea of using audio books in this research is inspired by two influential learning theories. One of them is behaviorism theory which proposes that learning processes occur through a sequence of stimulus which comes from the external world of the learners and response as the result of particular stimulus. If this sequence of stimulus-response happens repeatedly habit will form. Focusing on language learning, Skinner (1957) in Field (2004) then proposed an

idea based on the concept of behaviorism that language is a result of verbal behavior. He further pointed out that child language acquisition occurs through imitating adult speech.

As a child is interacting with other people near her/him, he/she is exposed to authentic use of spoken English (the stimuli) which is very contextual in nature, thereby prompt responses in form language production (in this case mechanical production of pronunciation –not yet meaningful) based on those stimuli. As this process is repeated many times with continuous revision of the responses based on the increasing reception of the stimuli, it is theoretically expected that language acquisition is promoted very well. The case seems similar to the context of EFL acquisition, in that when an EFL learner is exposed to authentic use of language, in this case, the authentic pronunciation featured in the audio books, EFL acquisition is highly facilitated. Therefore, the higher the use of audio books the better the chance for the pronunciation acquisition to take place.

Another insight comes from the concept of cognitivism. According to this theory, the processes of language acquisition follow a child's stages of cognitive development. In this case, the innate language capacity in human brain is activated and develops as the child passes through the stages. If the cognitive of a child develops well, the ability of the child to acquire language will improve.

In relation to the EFL context, language acquisition will develop rapidly if the learner also attends to language form with the help of his/her cognitive level. So, in this study, it is assumed that the use of audio books will take effect if the learner possesses a good understanding of language form and adequate

mastery of vocabulary. This understanding will be useful in the process of deducing the meaning of particular pieces of discourse being read and listened to from an audio book. In other words, the concept of nativism implies that before we can utilize audio books as pronunciation teaching media, the students should already have sufficient level of English language proficiency.

### **c) The technique of using audio books in pronunciation teaching**

To effectively use audio books in this research, Noticing-Reformulation technique (Smith and Beckmann, 2005 in Bertram, 2008) is going to be partly applied. Noticing and Reformulation technique is a combination of two different learning techniques which is first implemented in an action research by Smith and Beckmann (2005) in an effort to improve the pronunciation skill of a group of students taking an English as an Additional Language course at Unitec New Zealand. This technique was first developed for grammar teaching under the umbrella concept of form focused instruction.

Technically, according to Smith and Beckmann (2005) noticing-reformulation technique require the students to listen to their own recordings of reading aloud of particular text and then analyze them. After that, they make comparisons between their pronunciation and the model pronunciation from a native speaker. This process further requires the students to reformulate their pronunciation to approach the targeted pronunciation model.

Smith and Beckmann (2005) suggest that the Noticing-Reformulation technique proved to be effective for improving pronunciation. They generated a

new model of noticing-reformulation technique. The model consists of several steps:

- a. Setting a context – students are shown a stimulus (such as a photo, video clip, item) which acts as a context for a short written text which they are given. The text is typically a narrative or description of the stimulus.
- b. Initial output – Learners read the short text onto a tape – it is typically 10-30 seconds long.
- c. Noticing own speech – Learners listen to their recording and then analyze their pronunciation according to selected phonetic features. A worksheet is provided with targeted questions for students to answer about their pronunciation of certain items in the text.
- d. Model input – Learners are then given a recording of a model pronunciation of the text.
- e. Noticing model – Learners analyze the model text for the target phonetic features, again with a worksheet provided.
- f. Noticing the gap – Learners compare their own pronunciation with the model pronunciation, using their analyses as a guide.
- g. Reformulation – learners practice and prepare for a second recording, aiming to correct any errors they noticed.
- h. Informed output –Learners record the text a second time.
- i. Reflection – learners compare their first and second recordings and comment on any improvements or continued errors.

It is important to note that the steps above do not have to be followed rigidly because they only functions as parameters or guides in using audio books. Those steps may take place from cycle to cycle.

## **B. Conceptual Framework**

In Indonesia's context, there is no need to force students to pursue native like pronunciation since this will be frustrating effort for most students and teachers. It seems that most of them will never give up their own identity by speaking the accent of the native speakers of English. This can be seen in the fact

that until now English is still taken as foreign language not as second language like in Malaysia or Singapore.

There is a growing trend in the field of pronunciation study that the so-called Received Pronunciation (RP) is no longer the main objective of pronunciation learning and teaching. Rather, much attention is paid to those features that are included in the lingua franca Core (LFC). This phenomenon is the result of the changing status of English from a language notably used to interact with native speakers of English to a language that play role as lingua franca among speakers of other than English. The main objective is helping students to acquire communicative competence. The most important factor of this competence is intelligibility.

To acquire the pronunciation skill, an EFL learner needs a lot of exercises and also, the most importantly, as much as authentic exposure as possible. Young native speakers of English acquire their pronunciation skill through authentic exposures, which are enormously and easily available in their social environment, rather than memorizing the articulation of every single segmental sound and mastering the exact. Through listening they try to imitate and after a long period they finally managed to produce pronunciation that is very much similar to that of their adult counterparts.

However, it is important to note that there is a difference between the mode of pronunciation acquisition between the native speakers and the EFL learners. The mode of pronunciation acquisition among the native speakers is natural or not instructed. On the other hand, the mode of pronunciation acquisition

in the context of EFL is instructed or not natural since there is no adequate authentic exposure to pronunciation from the social environment. Therefore, the problem is to use a learning activity that provides the EFL learners with as much authentic exposure as possible. Fortunately, this is where the audio books can take part. By reading and listening to audio books, students are exposed to authentic pronunciation through auditory and visual input.

Nevertheless, the use of audio books will be significantly effective if the learners have the sufficient language proficiency that enables them to attend to the content of the audio books. This kind of process of using audio books is believed to be more meaningful for the students. However, this is rather impossible to do in the earlier phase since this level of learning not only involves the ability to deduce meaning from pronunciation features but also reading comprehension which further involves vocabulary mastery and grammatical skill.

One limitation of using audio books that should be pointed out is that the learners' productive skills are not put into use at earlier stages. The receptive skills are however activated during the process. The students are given time to pick up the features of pronunciation naturally. Then they are given time to imitate or mimic those features that are important elements of understandable speech. Therefore, it is rather difficult to integrate the aspect of Communicative Language Teaching in terms of speech production because in that case the students have to deal with speaking skill in general.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In order to bring about significant improvement in the students' pronunciation skill as indicated in the objective of the study, action research method is going to be applied. It is considered the best and most practical research method in the field of language pedagogy. This is why action research has gained high popularity among education practitioners especially language teachers or college students aspiring to be professional language teacher. Before going further, let us make a brief review of the definition action research.

According to Carr and Kemmis (1986: 220) in Burns, (2009: 5) action research is: "Self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situation in which these practices are carried out". In a slightly different way Hall and Keynes (2005) describe action research as, "Any research into practice undertaken by those involved in that practice, with an aim to change and improve it." Another definition comes from Fellance (2000: 1) in Nurmallasari (2012: 26) describing action research, "a process in which participants examine their own educational practice systematically and carefully using the techniques of research.

To put it another way, action research can be defined as a systematic process of finding gap between expectation and reality in a particular context and

community (school context) in order to design the suitable and feasible actions democratically generated from theories and experiences to deal with the gap under investigation.

The main focus of action research is not to test particular variables, whether or not these variables are responsible for some changes in the other variables. But, action research focuses on taking any possible efforts that are considered to be potential causes for improvement in the part of the subjects, the teaching and learning process, the researcher, and the entire community.

Based on this view, therefore, the pre-planned actions, which are dictated by the theories in the current field of study as well as the personal belief experiences of the researcher, may change during the process. This change should be based on the fact that the plans may not work as expected. This may results in plan revision to accommodate the need in the real situation. However, since improvement is the main objective, the researchers should not be persistent on a particular treatment since action research is an eclectic approach (Somekh, 1993: 29 in Burns, 2009:5).

Action research is context-dependent because everything is based on the current situation. What happens in particular situation may not happen in other situations. This is why it is very awkward to find out that some researchers propose hypothesis in their research proposals. As we well know that hypothesis in a research proposal indicates hypothesis testing after the data analysis and eventually the researchers draw generalization or conclusion declaring that what happens in the situation A should happens in situation B, and C, and so forth. This



argument is supported by Finch saying, "... [Action] research conditions cannot be replicated and that generalizations cannot be made from classroom research, since every learning situation is different". Also, Wallace (1998) clearly states that action research "is not so concerned with making general statements". To reiterate, making generalization in action research is a dangerous mistake a researcher could make as this process only applies for experimental research with rigid controls of external variables.

### **B. Subjects of the Study**

The subjects of this study were the XI grade students of the social science program (IPS) of SMA Negeri 8 Yogyakarta. The class consisted of 35 students, 11 male students and 24 female students. Since the time allocated to conduct the study was limited, the researcher and the English teacher only picked 12 students to be monitored during the study. However, this does not mean that the rest of the students did not participate during the teaching and learning process. These 12 students were monitored by the researcher in terms of their pronunciation improvement before and after undertaking the actions.

### **C. Setting**

This study was carried out in SMA Negeri 8 Yogyakarta on the second half of the first semester, academic year 2013/2014. The school is located Jl. Sidobali 1 Muja-Muju, Yogyakarta. The classroom is well equipped. It has an audio-visual set that was really made the presentation run well. The seats are

divided into three columns and the room has limited free spaces because it is not big enough for 35 students. Furthermore, the atmosphere is comfortable and the air is always fresh because the room was surrounded by trees. The room is also very quiet when the teaching and learning process is taking place since the location of the school is not crowded.

#### **D. Research Procedure**

Generally, action research procedure involves series of planning, action, observing, and reflection in each cycle. At minimum, action research takes two cycles to complete if there is significant improvement but if not, then the researcher should take another cycle. This process continues until the time length allowed to carry out the research is over. In this case, the researcher must stop the research and report it even though the actions that had been taken bring no significant improvement in the part of the subjects. Nevertheless, this doesn't mean that the researcher has failed. He or She has successfully carried out his or her study.

There are various models of action research. Some of them are those of Kemmis and McTaggart (1988) in Burns (2010), Eliot (1991: 71) in Koshy (2005), Macintyre's (2000: 1) in Koshy (2005), and O'Leary (2004: 141) in Koshy (2005). The action research model of Kemmis and McTaggart (1988) is possibly the most popular model among beginner action researchers due to the simplicity it offers. This model consists of four steps in each cycle, such as

planning, action, observation, and reflection. This model can be seen in the figure below:

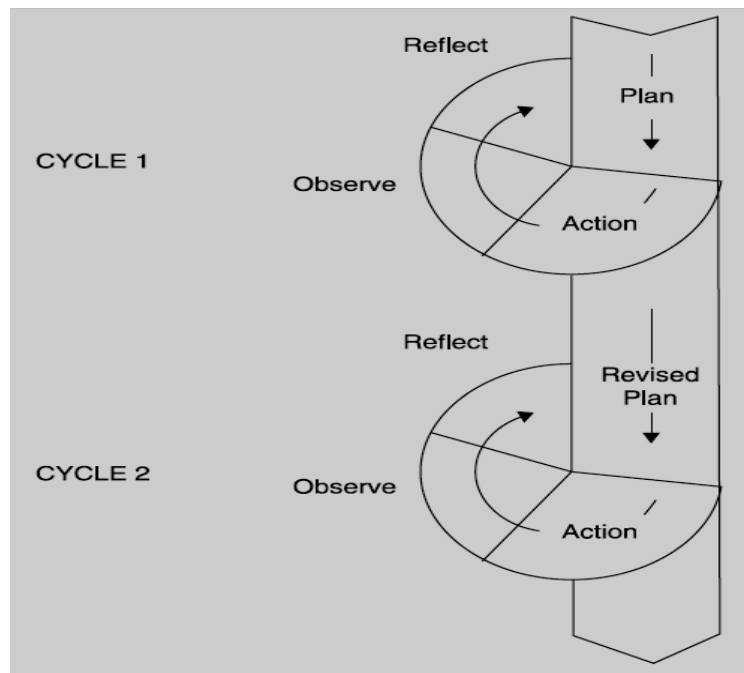


Figure 2. Action Research Model based on Kemmis and McTaggart (1988), taken from Burns (2010)

The following are Burns' (2010) descriptions of action research model she adapted from Kemmis and McTaggart (1988).

1. Planning  
In this phase you identify a problem or issue and develop a plan of action in order to bring about improvement in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.
2. Action  
The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are 'critically informed' as you question your assumption about the current situation and plan new alternative ways of doing things.
3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you used 'open-eyed' and 'open-minded' tools to collect information about what is happening.

#### 4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the 'story' of research with others as part of your ongoing professional development.

Before taking the first step of cycle one, there is another technique that should be considered called reconnaissance (Kemmis and McTaggart, 1988 in Madya, 2008). According to Elliot (1991: 71) in Koshy (2005), reconnaissance is a process involving finding and analyzing facts. In Burns (2010), however, the process of reconnaissance is integrated in the planning process. Reconnaissance should be separated from the planning process and done before discussing the plan because data and accurate information obtained through this process is on which the plans should be based. These data tells the researcher about the nature of the problem and then help decide which actions is the most appropriate.

Considering the importance of reconnaissance, it is, therefore necessary to add reconnaissance step before designing plans for cycle one so this research is not going to begin with planning as implied in Burns' figure. However, it doesn't stop there because we have to add another step prior to the reconnaissance step, which is initial data collection. The initial process of the first cycle is begun with the initial data collection process which will give accurate information about the

students' current performance. For this reason the following is the new modified model of action research for one cycle:

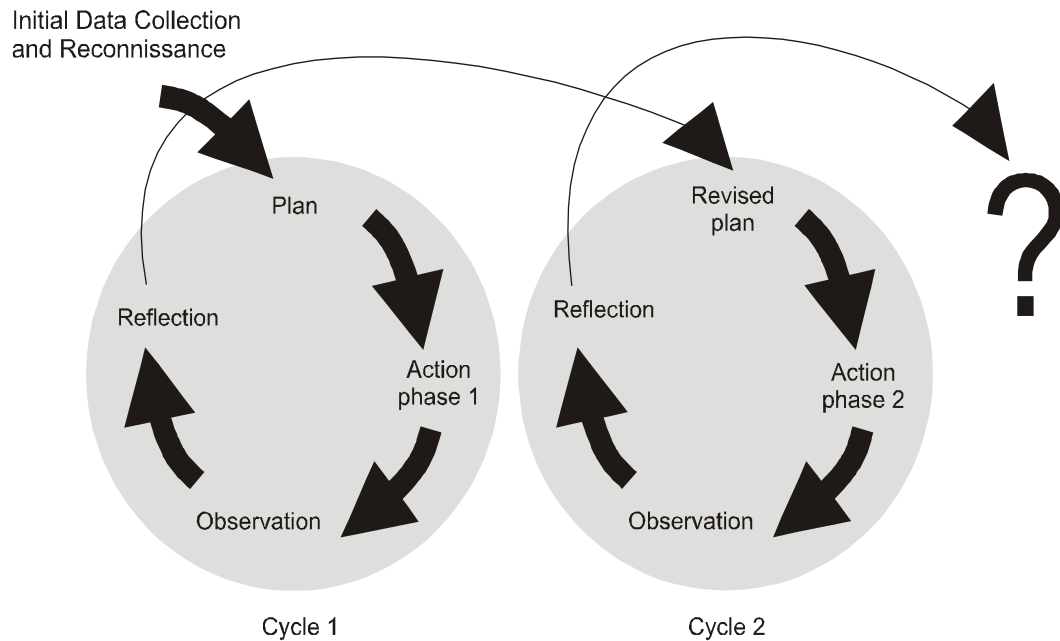


Figure 3. Modified action research model based on Burns' (2010) model

The initial data collection indicates that the data being obtained are the reflection of the students' performance before the actions are taken. The initial data collection and the reconnaissance can be called as the igniters or the starter of the whole process. We can see in the cycle one that while the actions are taken another observation takes place at the same time to gather data that will tell about the effects the previous actions has caused, which could be either successful or not. Whatever the result of this observation, it is going to be processed in the reflection phase of the 1<sup>st</sup> cycle and the result of this reflection is used as the base for planning in the next cycle. This process continues until time is up and the researcher has no choice but reporting the result of the study.

## **E. Research Instrument**

There are numerous instruments that can be utilized in action research to obtain data. Examples of these are vignettes, observation guidelines, interview guidelines, questionnaire sheets, test sheets, recording devices (audio, video, or combination of both), digital camera, academic documents, and many others. However, in this study, the most relevant instruments are recording device, interview guidelines, vignettes, and digital camera.

The recording device will be used to record the students' pronunciation by having them read aloud a passage into the recording device. The result of this recording will be analyzed to see the student's pronunciation performance before or after particular actions are taken. Interview guidelines are going to be used to collect information from the students concerning their opinion about pronunciation teaching technique being applied and their comments on their own pronunciation performance. Also, interview guidelines are going to be used to gather the research collaborator's opinion about the pronunciation teaching technique being applied in the study and his or their own observation on the student's pronunciation either before or after the actions are taken. Vignettes are useful for recording significant events during the teaching process. These events may include students' behaviour, incidents, or problems that occur during the teaching process. Finally, a digital camera is a perfect device for capturing important moments that occurs in the class room.

## **F. Data Collection Technique**

Generally, there are two kinds of data used in any kind of research, such as quantitative and qualitative data. Action research data are qualitative in nature (Nunan, 1989 in Burns, 1999) but this does not mean that one cannot use quantitative data. Quantitative data in action research can be used for triangulation to increase the validity and the reliability of the research outcome.

According to Burns (1999) there are two types of data collection technique—observational and non-observational. Observational technique includes making notes and diaries, audio and video recording, taking pictures, and making diagrams. On the other hand, non-observational technique involves interviews and discussions, questionnaires and surveys, life/ career histories, and documents.

The primary data are those from the student collected through both observational and non-observational technique. Other data are from the teacher and even the head master of the school whenever possible, which are also collected through similar ways.

Before entering cycle 1 the initial observation is conducted to collect data to identify pronunciation performance of the subjects before any action is given. This initial observation includes attending several meetings of speaking class and making field notes about the teaching pronunciation, students' behaviour and the teacher's technique of teaching pronunciation. After that, the researcher will have the subjects read aloud a passage into a recording device. Data collected from this process will be analyzed in reconnaissance process. Upon entering the cycle 1

another observation is done while the actions are taking place and again the result of this observation is processed in the reflection process of cycle 1.

### **G. Data Analysis**

The data obtained through both observational and non-observational technique are analyzed based on the type of the data. Observational data are analyzed qualitatively. According to Burns (1999) qualitative data in action research can be analyzed through several stages: 1) assembling the data, 2) coding the data, 3) comparing the data, 4) building interpretations, and reporting the outcomes. On the other hand, Miles and Huberman (1994: 10-11) offers simpler data analysis technique which consists of three steps: data reduction, data display, and conclusion drawing or verification.

In this study the data analysis that is going to be used is that of Miles and Huberman (1994: 10-11). According to these experts data reduction is “the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions”.

Qualitative data obtained from observation or non-observation will be processed through data reduction to make it easy for the researcher to select which data are relevant for the researcher’s investigation to organize them efficiently so that he/she can go on to prepare for the next step of analysis, which is data display. Data display is similar to Burns’ (1999) first step of data analysis model, which is the stage of assembling the data. Data display simply means transforming the selected data into different forms that are easy to understand, for



instance, transforming them into matrices, graphs, charts, and networks. Finally, based on the data display the researcher then can draw conclusion and make verification. In this stage the researcher tries to make interpretation out of the data after that that interpretation is verified through, for example, triangulation and peer reviews.

## **H. Research Validity and Reliability**

### **1. Research validity**

According to Anderson *et al.* (1994: 30-3) in Burns (1999: 161-162) action research validity includes: 1) democratic validity, 2) outcome validity, 3) process validity, 4) catalytic validity, and 4) dialogic validity

#### **a) Democratic validity**

Democratic validity is the characteristic of action research in terms of being collaborative which means that opinions of all research participants (including the subjects, English teachers, the headmaster of the school, and even the subjects' parents or *komite sekolah*) are taken into account.

#### **b) Outcome validity**

Outcome validity is the extent whether or not the improvements (if any) that occur are due directly to the actions that had been taken, not by other factors. This has something to do with the ability of the researcher in properly monitoring the process of conducting the research. If the process is not well monitored the outcome of the research may not be directly related to the actions that have been taken.

c) Process validity

Process validity is the accountability of the research process. For example, is the teaching method being applied is a result of rigorous theoretical consideration? This involves exhaustive readings of books or journals related to the research problems under investigation. Process validity also relies highly on the competency of the research.

d) Catalytic validity

Catalytic validity is a criterion of action research that shows the ability of the research in empowering the participants therefore when the research has ended the improvement that has been gained does not wear off. This is because the research community has developed critical self-awareness and ability to cope with future problems.

e) Dialogic validity

Dialogic validity has something to do with peer review. This peer review determines whether or not the objectivity of the research is well maintained. This process may include critical people who are not involved directly in the research process, who can give critical opinions.

## **2. Research Reliability**

The reliability or the trustworthiness of action research is maintained through a process called triangulation. Silverman (1993: 156) in Burns (1999: 163) describe triangulation as:

Comparing different kinds of data (e.g. quantitative and qualitative) and different methods (e.g. observation and interviews) to see whether they corroborate one another .... This form of comparison, called

triangulation, derives from navigation, where different bearings give the correct position of an object.

Triangulation is effective in preventing biased and subjective interpretation of the data because well informed interpretation and decision making is obtained through confirmation and support from eclectic data collection methods. For example, Helen Mulvaney (1997:92) in Burns (1999: 164) made triangulation by using field notes, relevant documents, questionnaires, and interviews.

In addition to triangulation through eclectic method, there is other version of triangulation (Burns, 1999) which includes:

- Time triangulation: data are collected at one point in time (crosssectionally) or over a period of time (longitudinally) to a sense of what factors are involved in change processes.
- Space triangulation: data are collected across different subgroups of people, to avoid the limitation of studies conducted within one group.
- Investigator triangulation: more than one observer is used in the same research setting. This helps avoid observer bias and provides checks on the reliability of the observations.
- Theoretical triangulation: data are analyzed from more than one perspective.

In this study a combination of these two types of triangulation will be used. The most feasible type of triangulation is that of Helen Mulvaney (1997:92) in Burns (1999: 164) who used multiple data sources combined with time triangulation, investigator triangulation, and theoretical triangulation.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This research was aimed at improving the pronunciation intelligibility of the IX grade students of social science program of SMA N 8 Yogyakarta, in the academic year of 2013/2014. This chapter includes the research findings and the discussion of them. The research findings are presented in three parts, namely, the reconnaissance, action planning, and execution.

#### **A. Reconnaissance**

The initial steps of conducting this action research are collecting data through both observational and non-observational technique to unveil the nature of the subjects' state concerning their pronunciation intelligibility and behaviors. Since the study was initiated at the end of the first half of the first semester of the academic year of 2013/2014, the researcher had no chance to make a classroom observation where he could join a teaching learning process by the English teacher and make a note of the students' behavior that may interfere with the teaching and learning process. As a result, the observational data only included recordings of pronunciation performance and field notes concerning the students' behaviors. The non-observational data included the result of interviews with the English teacher and some of the students; and document of the students' speaking score.

The researcher made use of two of the three meetings left the English teacher yet to cover before the first semester's final examination. In the first meeting, the researcher had 12 students of the XI grade of Social Science Class read aloud a passage into a high quality sound recorder to capture their initial pronunciation performance. In the second meeting, the researcher was asked by the English teacher to play an educational movie for the students. After each meeting, the researcher made notes on the students' behavior during the class activities.

The collected data are then processed in the reconnaissance stage. Reconnaissance stage consists of two processes, such as, identifying the field problem and determining the field problems to be solved based on urgency level and feasibility.

### **1. Identifying the field problems**

In this process, the researcher and the collaborator analyzed the data that were gathered from the initial data collection and then make a list of the field problems. The data were in form of field notes, recordings of the students' pronunciation performance, result of the interviews, and students' latest speaking score.

The field notes are as follows:

#### **Field Notes 1**

Observation 1

Thursday, 28 Nov 2013, 08.00 am

1 x 45'

The researcher arrived at the school at 7 am sharp. He directly met the English teacher at the teachers' room. The English teacher asked the researcher whether he is ready or not. The researcher replied that he is ready. The researcher and the

English teacher entered the classroom together. The students looked surprised to see the researcher for the first time. The English teacher then asked the researcher to sit on her chair while she was standing in front of the class and introducing the researcher to the students.

The English teacher told the students that the researcher was going to conduct a research at the school involving them as the subject of the research. The English teacher then asked the researcher to introduce himself to the students.

The researcher stood in front of the students and began his self introduction.

Researcher : *"Asslamualaikum warahmatullahi wabarakatuh."*

Students : *"Walaikum salam warahmatullahi wabarakatuh"*

Researcher : *"Salam sejahtera bagi kita semua dan selamat pagi."*

[May God bless us all and good morning]

Students : *"Salam"*

The English teacher suddenly interrupted the conversation and asked the student to be quiet. Some of the students were a bit noisy and did not really pay attention to the researcher.

Teacher : *"Hush...jangan ribut, dengerin masnya ngomong. Suatu saat kalian juga akan mengalami hal yang sama."*

[Hush...don't be noisy, listen to him. One day you are all going to be in the same situation]

One of the Students: *"Ga papa kok mam,kita kan masih SMA. Masnya dulu pas SMA juga pasti gitu, iya kan mas?"*

[I think it's alright, mum. I bet he was just like us at school]

Researcher : *"Iya"*

[Yes]

The researcher answered the students' question with a smile and all the students were eventually laughing and clapping hands. Then, the researcher continued the introduction.

Researcher : *"Perkenalkan, nama saya Pirdaus. Saya kuliah di Universitas Negeri Yogyakarta, jurusan pendidikan bahasa Inggris. Saya kesini bermaksud untuk mengadakan penelitian tentang pronunciation dalam bahasa inggris."*

[Let me introduce myself, my name is Pirdaus. I study at the State University of Yogyakarta, English Education department. I am here to conduct a study about English pronunciation.]

Students : *"oke"*

[Ok]

Researcher : *"Alasan saya memilih SMA 8 sebagai tempat penelitian"*

*karena saya yakin anak SMA 8 pintar-pintar semua.*

[My reason to conduct my research here in SMA 8 is that I believe you are all smart students]

One of the students : *“Kenyataanya gimana?”*

[Well, the fact is?]

Researcher : *“Ya... memang demikian kan?”*

[Well, I think I am right, right?]

The researcher, then, gave a brief introduction about pronunciation. He told the students that in pronunciation one did not have to be perfect as long as the communication could go well without misunderstanding. The students did not show an interest in the researcher explanation about pronunciation. Some students still make noise and did not pay attention. The researcher went on and added that to be intelligible speakers of English, one must understand the stress, intonation, rhythm and how to apply them in real-time conversation. The students looked surprised and confused to hear those terms of pronunciation because they have never heard them before. What they know about pronunciation is how to articulate English sounds or phonemes. After the explanation was done, the English teacher asked 12 students out of 35 students to step forward one by one and read aloud a short passage the researcher had brought with. While the students were reading aloud, the researcher recorded their production using a high quality sound recorder.

The text was entitled “The Smart Mr. Huntington”. It is a result of a transcription of a monologue of a listening test.

#### The Smart Mr. Huntington

MR. Huntington takes a walk from his house to the city park every day. He leaves at 8 o'clock in the morning and gets home by lunch time. One day, Mr. Huntington got home late and two policemen accompanied him. After knocking on the door one of the policemen told Mrs. Alison, who is the daughter of Mr. Huntington that her father had lost his way and had called the police station to ask for help. When the policemen had left the house, Mrs. Alison asked her father how he could lose the way because he had been to the park for 25 years. Upon hearing the question, Mr. Huntington just smiled and blinked. Later he admitted that he did not lose the way. He just felt so lazy to go home on foot so he called the policemen to take him home

Some of them are quite good in terms of articulation and the others still have poor articulation. But in general, the students did not pay serious attention to the stress, and intonation, and rhythm of the text. After the recording session the researcher asked them to share their opinion about the reading aloud activity. One student responded that she was nervous when doing the reading aloud because of being recorded by the researcher. She later admitted that it was not her best

performance.

The researcher made a list of students who participated in the reading aloud activity.

After the class ended, the English teacher invited me to her next class but with different students. She had the class in the language laboratory and was about to administer a test prior to the first semester examination. While the students were doing their test, the English teacher gave the researcher the chance to conduct the interview I have asked before the class began. I recorded the interview. The researcher asked several questions regarding pronunciation teaching.

(Appendix A, Field Notes 1 , Page 113 - 115)

## **Field Notes 2**

### **Observation 2**

Tuesday, 30 Nov 2013, 7.00 am

2 x 45'

The English teacher asked the researcher the day before to find an educational movie to bring to the class and play it for the students. The researcher chose 'Dead Poet Society' and the teacher approved it. The English teacher and the researcher entered the classroom together. The English teacher had the researcher prepare the movie and announced to the students about the door prizes. The students looked enthusiastic to know that they are going to watch movie instead of studying. Some of the students yelled "Catching Fire". The movie is being popular at the moment and is playing at the theatre. The researcher responded that the movie was not yet available for renting.

The researcher then played the movie and they were all so quiet. When the movie started to play one of the students approached me and enthusiastically said that he had watched 'Dead Poet Society'. The researcher responded enthusiastically: "Oh really, Good for you". They enjoyed the movie though it was an out-of-date movie. Other than being interesting and highly recommended, this might be partly due to the door prizes the researcher had announced before the movie is playing. The researcher told the students that he was going to ask some questions about the movie and whoever answered correctly would take one of the door prizes.

The movie had an English subtitle so the students can read the actual words the actors were saying while listening to the pronunciation of the words. The students seemed to enjoy the movie with that subtitle. As the movie was playing the researcher had to skip some part of the movie due to inappropriate content. There were two or more scenes of the movie that contained pictures suitable only for adults. Also, the researcher noticed several students who didn't seriously follow the story till the end but most of them were so curious about the end of the story.

When the movie was over, the researcher reminded the students about the door



prizes and then asked six questions. When he asked the first question, the students were not really interested but when they saw one of her friend won one door prize they all suddenly became enthusiastic and started to raise their hands on each question.

The questions were:

- What is the Latin word for 'seize the day'?
- What is the title of the play that Neil wants to participate?
- Who is the author of the book that is ripped out by Mr. Keating students?
- What is the nick name that Mr. Keating prefers to be called?
- Who is the name of the headmaster of the school?
- Who is the name of the boy who falls in love with Chris

It turned out that the questions were not really hard for them. All the questions were answered correctly. This meant that some of the students really watched the movie and follow the story of the movie.

(Appendix A, Field Notes 2, page 115 - 116)

Based on the field notes above, the researcher learned that there were several problems concerning the students' behavior and their attitude toward learning pronunciation. About three students tend to make distraction and one student being the leader. Whenever the leader started to make noise and draw her attention from the researcher or the class activities, the other students eventually followed her. For example, when the students were in the middle of movie watching activity, the distractor started to talk with her friends nearby while the other students were paying serious attention to the movie.

The students had low motivation to learn pronunciation and to participate in the teaching and learning activities conducted by the researcher. The researcher had to motivate them by using prizes in order that they can seriously participate during the teaching and learning process. The researcher noticed this problem when he was asking the students to participate in the quiz session of the movie

watching activity. This is described in the Appendix A, field note 2, page 114, “When he asked the first question, the students were not really interested but when they saw one of her friend won one door prize they all suddenly became enthusiastic and started to raise their hands on each question”. Also, the students knew that they would not get additional points from the researcher.

Another problem is that the students’ pronunciation is still highly affected by the Indonesian language and their mother tongue, Javanese language. This problem was noticed by the researcher when he analyzed their pronunciation recordings to diagnose their pronunciation skill. The following table shows the result of the diagnosis:

**Table. 5 Pronunciation diagnoses**

No	Name	Number of errors	Number of phonemic errors	Number of stress pattern errors	Number of flow related errors
1	Agatapetra Liayuda	15	5 (33.3)	7 (46.7)	3 (20)
2	Scholastica Asyana Eka Putri P	17	4 (23.5)	9 (52.9)	4 (23.5)
3	Muhammad Alif Enrico	22	8 (36.4)	12 (54.5)	2 (9.1)
4	Rifqie Zullian	24	8 (33.3)	12 (50)	4 (16.7)
5	Satrio Bagus Panuntun	26	14 (53.8)	7 (26.9)	5 (19.2)
6	Raden Roro Salma Fitri Kusumastuti	27	10 (37)	12 (44.4)	5 (18.5)
7	Nuriana Sekarlintang	28	12 (42.9)	13 (46.4)	3 (10.7)
8	Angelina Sandi Devina Putri	30	13 (43.3)	13 (43.3)	4 (13.3)
9	Aldi Renaldy	31	15 (48.4)	5 (16.1)	11 (35.5)
10	Ika Aprianti	32	12 (37.5)	11 (34.4)	9 (28.1)
11	Naufal Ahmad	39	18 (46.2)	14 (35.9)	7 (17.9)
12	Yashinta Rika Verliana	45	27 (60)	13 (28.9)	5 (11.1)
<b>total</b>		<b>336</b>	<b>146 (43.5)</b>	<b>128 (38.1)</b>	<b>62 (18.5)</b>
<b>average</b>		<b>28</b>	<b>12.2 (43.6)</b>	<b>10.7 (38.2)</b>	<b>5.2 (18.6)</b>

Note: () = percentage

The foreign pronunciation effect on the students' English pronunciation can be seen on the percentage of the phonemic errors and the stress pattern errors. From the table above we can see that the average percentage of the students' phonemic errors is about 43.6% or 44% (rounded decimal value) and about 38.2% or 38% for the stress pattern errors. Therefore we can simply sum up both values to obtain the average percentage of the foreign pronunciation effects on the students' English pronunciation. Now we can see that the result is about 81.8%. This means that out of average 28 errors, about 23 (83%) of which is related to the interference of Indonesian language and the students' mother tongue. The errors that the students made were mostly phonemic errors and stress pattern errors which mean most of the students' are not highly familiar with English pronunciation. This is mainly due to the great differences between English and the students' mother tongue and Indonesian language in terms of pronunciation.

The claim above is also partly supported by the result of the interview with some of the students. They generally complain about the irregularity and unpredictability of English pronunciation which is greatly different from Indonesian language. As a result, the students face great difficulty in dealing with phonemic or segmental level of pronunciation. For example, when the researcher asked what kind of difficulties they face when trying to say something or reading aloud a text in English one of the students (female) answered:

*Artikulasi dalam mengucapkan satu-satu kata dalam bahasa inggrisnya, trus jedanya juga sama bedain apa artikulasi kata yang satu sama yang lain kan kadang kata-katanya itu itu beda tapi cara ngucapinnya mirip-mirip gitu loh, kadang-kadang suka keliru kayak gitu sih kesulitannya.*

[The articulation of English words, the pauses, and how to tell the difference of the meaning of words from each other because sometimes the words'

spellings are different but the pronunciations are similar, sometime I make mistake in that situation.]

(Appendix B, Initial Interview Transcript, page 130)

From the student's answer we can see that she faced difficulty in dealing with phonemic level of English pronunciation.

The next problem is that the student did not pay attention to the thought groups, stress, rhythm, and intonation because they did not know anything about those pronunciation features. This is due to the fact that the students had never had pronunciation training from their English teacher that explains the importance of thought groups, stress, intonation, and rhythm in improving their pronunciation intelligibility. This problem was unveiled when the researcher asked the English teacher her opinion concerning pronunciation teaching, which is shown in the following interview transcript:

*Pertama-tama ketika kita mengajarkan terutama reading ya, dalam bentuk reading [little distraction from a student] jadi untuk pengajaran pronunciation biasanya saya masuk dulu ke reading ya ketika pertama kali yang saya lakukan adalah mengecek anak untuk membaca satu teks seperti itu ...eh saya bedakan satu dua sampai tiga anak, kemudian ada mungkin salah satu atau dua atau tiga kata yang mereka itu kesulitan untuk membacanya atau bahkan untuk membacanya aja ragu. Nah disitu kita main untuk apa ... membenarkan pronunciationnya dan kita langsung cek di sumbernya atau oxford dictionary.*

[The first thing to do is when teaching reading, in form of reading activity. So, as for teaching pronunciation I usually get the students into reading activity and the first thing I do is to have my students read [aloud] a text. I compare the results of three students and there might be two or more words the students feel difficult to read [pronounce] or even they are hesitant to read [pronounce] them. Now, that is where I do something to correct their pronunciation by consulting the Oxford dictionary.]

(Appendix B, Initial Interview Transcript, page 128)

The transcript above shows us that the English teacher did not yet know the importance of the suprasegmental level of pronunciation., the only thing that came up in her mind when asked about pronunciation teaching was how to deal with pronunciation in segmental level. As a result, there is no chance that she has taught her students about stress, rhythm, intonation and thought groups. Also, we can see in the transcript that the English teacher is highly dependent to the dictionary pronunciation. This indicates that the English teacher did not know that the pronunciation of a word may change depending on the neighboring words' pronunciation and the context in which the word is being used.

In addition to the problems mentioned above, the interview transcript above also showed that the English teacher seemed to misleadingly integrate pronunciation teaching with reading class where she was supposed to integrate it with speaking class. Moreover, the English teacher is highly dependent on the dictionary pronunciation. As a result, the students are highly dependent on the dictionary pronunciation too.

The next problem is that the English teacher did not have particular technique of teaching pronunciation. This was revealed when she was asked about her technique of teaching pronunciation, as shown in the following interview transcript:

*Bagaimana cara ibu mengajarkan pronunciation (teknik)?* [What kind of technique do you use in teaching pronunciation?]

*Iya, sangat efektif sekali mengajar pronunciation menggunakan video ya ... karna kita melihat aslinya walaupun kadang-kadang dari video itu sendiri mereka ngomong terlalu cepat, tetapi kita balik-balik sehingga anak itu jelas.*

[It is very effective to use video in teaching pronunciation because we can see the original pronunciation although sometimes the pronunciation in the video is too

fast. But, as play the video over and over again, the students will eventually understand.]

(Appendix B, Initial Interview Transcript, page 129)

The last problem is that the English teacher did not allocate specific period of time to teach pronunciation. From the national curriculum point of view, such decision will not significantly matter because, as already explained in chapter I, pronunciation teaching is not considered as important subject for the student to master in order to pass the final state examination (UAN). After all, it is not included in the construction of the national final state examination tests. From here, it is clear that it is not fair to blame the English teacher for the limited time allocation for pronunciation teaching.

To sum up, the table below shows the result of the problem identification of the pronunciation teaching and learning in the IX grade students of social science program of SMA N 8 Yogyakarta. The researcher identified 7 problems.

**Table 6. Problem identification**

No	Problem Identification	Code
1	Some students tend to make noise during the teaching and learning activities	S
2	The students had low motivation to learn pronunciation and to participate in the teaching and learning activities.	S
3	The students' pronunciation is still highly affected by the Indonesian language and their mother tongue, Javanese language.	S
4	The students had never been taught about thought group, stress, rhythm, and intonation.	S
5	The students rely mainly on the segmental pronunciation	S
6	The English teacher did not have particular technique of teaching pronunciation	TT
7	The English teacher did not allocate specific period of time for pronunciation teaching	TA

Notes:

S: Students  
 T: Teacher  
 TT: Teaching Technique  
 TA: Time Allocation

## 2. Selecting the field problems to be solved

After identifying the field problems, now it is time to determine the field problems to be solved. The first step of this process is that the identified problems have to be weighed based on urgency and feasibility. The table below shows the weighing process.

**Table 7. Weighing process based on urgency level**

No	Identified Problems	Urgency level
1	The students had never been taught about thought group, stress, rhythm, and intonation.	VU
2	The students rely mainly on the segmental pronunciation	VU
3	The students' pronunciation is still highly affected by the Indonesian language and their mother tongue, Javanese language.	VU
4	The students had low motivation to learn pronunciation and to participate in the teaching and learning activities.	U
5	Some students tend to make noise during the teaching and learning activities	U
6	The English teacher did not have particular technique of teaching pronunciation	LU
7	The English teacher did not allocate specific period of time for pronunciation teaching	LU

VU : Very Urgent

U : Urgent

LU : Less urgent

Based on the weighing process above, we can see that there are two problems omitted because they are considered less urgent to solve. It is simply not feasible to ask the English teacher to change her way of teaching in terms of

technique and as for the time allocation problem, it does not make sense to ask the English teacher to allocate specific period of time to teach pronunciation.

After weighing the problems based on urgency level, the next step of determining the field problems to be solved is to weigh the problems based on feasibility. In this case, the problems are analyzed to see whether or not each problem is feasible to solve in relation to time, budget, and the researcher's capability. The result of this analysis can be seen in the following table.

**Table 8. Weighing process based on feasibility**

No	Identified Problems	Feasibility
1	The students had never been taught about thought group, stress, rhythm, and intonation	F
2	The students rely mainly on the segmental pronunciation	F
3	The students' pronunciation is still highly affected by the Indonesian language and their mother tongue, Javanese language	F
4	The students had low motivation to learn pronunciation and to participate in the teaching and learning activities	F
5	Some students tend to make noise during the teaching and learning activities	F

F: Feasible

The result of the weighing process based on the feasibility shows that all the remaining problems are feasible to solve, therefore there are five problems that are going to be solved during the research process.

### **3. Determining the actions to solve the problems and the rationale behind the actions**

To determine what sort of actions that is considered most effective to solve the field problems the researcher consulted several theories of pronunciation teaching as well as recent studies in the field. Based on the insights the researcher



learned from this process, he decided to use set of actions which is shown in the following table.

**Table 9. The planned actions based on the problems to be solved**

No	Identified Problems	Actions
1	The students had never been taught about thought group, stress, rhythm, and intonation.	Exposing the students to the thought groups, word stresses, rhythm, and intonation by listening-while-reading a monologue, a song, and an audio book and show them the natural occurrences of thought groups, word stresses, rhythm, and intonation
2	The students are highly dependent on the dictionary pronunciation or per word pronunciation.	Using audio books, a monologue, and a song to show the students that the pronunciation of a word in English may change according to the neighboring words, the stressed words, and the rhythm
3	The students' pronunciation is still highly affected by the Indonesian language and their mother tongue, Javanese language.	Doing more pronunciation practices using different audio books, monologue, or song to reinforce the students' earlier understanding of the natural features of English pronunciation, especially the suprasegmental features; and telling them to pay attention to the thought group, word stresses, rhythm, and intonation when speaking in English.
4	The students had low motivation to learn pronunciation and to participate in the teaching and learning activities.	Using songs to make the students enjoy the teaching and learning process and giving the students rewards in form of prizes
5	Some students tend to make noise during the teaching and learning activities	Using choral repetition technique during the instruction

The first problem in the table above is that the students were never taught about thought group, stress, rhythm, and intonation. The reason behind this problem can be traced to the English teacher's technique of teaching pronunciation which focused only on the segmental pronunciation. Therefore, the

most reasonable action to solve the problem is to expose the students to the natural occurrences of those pronunciation elements in a piece of discourse (which was already explained in chapter II). The piece of discourse that we are talking about, in this case, can be in any form. The researcher decided to use an audio book, a monologue, and a song. With these forms of discourse the students will easily recognize and understand the actual occurrences of thought groups, word stresses, rhythm, and intonation.

The process of exposure includes such activities as listening-while-reading and reading aloud. In the listening-while-reading activity, the students listen to an audio book while reading the exact corresponding words printed in a paper or displayed in a big screen. This activity is aimed at helping the students to recognize the natural features of pronunciation, especially suprasegmental features. In the reading aloud activity, the students practice the whole pronunciation of the monologue, the audio book, or the song through reading aloud with choral repetition so that the researcher can interactively correct the students whenever they make major mistakes. The researcher's interactive feedback will enhance the quality of the exposure.

The second problem is that the students are highly dependent on the dictionary pronunciation or per word pronunciation. To deal with this problem, the researcher again use audio books, a monologue, and a song to show the students that the pronunciation of a word in English may change according to the neighboring words, the stressed words, and the rhythm. In this case the researcher introduces to the students the concept of aspirated sounds; reduce consonant

sounds, and schwa. In doing this the researcher will not explain the definition of those terms but rather show them the instances of those in the piece of discourse being used.

The third problem is that the students' pronunciation is still highly affected by the Indonesian language and their mother tongue, Javanese language. To solve this problem, the researcher decided to give more pronunciation practices using different audio books, monologue, or song to reinforce the students' earlier understanding of the natural features of English pronunciation, especially the suprasegmental features; and tell them to pay attention to the thought group, word stresses, rhythm, and intonation when doing reading aloud activity.

The pronunciation practices of this third action include word stress drilling using kazoo played by the researcher, rhythm drilling, and guided reading aloud and song singing activity. As the researcher humming a word into the kazoo, it will be easy for the students to locate the place of the stress of a word through hearing because every syllable is represented with one hum. To make the word stress drilling meaningful, all of the words that are going to be drilled are taken from the piece of discourse that is being used during the instruction. Therefore, those words are immediately used in the reading aloud activity.

Meanwhile, the rhythm drilling is aimed at training the students to familiarize themselves with the natural rhythm of English pronunciation which is greatly different from that of Indonesian language and the students' mother tongue. This drilling is very important because the students are going to use their

understanding of thought groups and word stress that are combined to generate the rhythm.

In the song singing activity, the students will learn the nature of English pronunciation even more because a song has special characteristic that makes it different from other pieces of discourse. A song has definite word stresses, rhythms, and intonation therefore anyone singing the song has to stick to them to maintain the melody of the song or otherwise no one will recognize the song.

The fourth problem is that the students had low motivation to learn pronunciation and to participate in the teaching and learning activities. This problem is rather difficult to deal with since the students know that they will not get additional mark even if they perform well and participate actively during the research process. However, this is where songs and prizes can come in handy. Another characteristic of a song is that it is fun to sing and therefore the students get two benefits at the same time, which are having fun and practicing pronunciation. As a result the students' motivation to learn pronunciation will increase. Like song, giving prizes to the students can also motivate the students to actively participate during the teaching and learning process, especially when the researcher is giving them tasks.

The last problem is that some students tend to make noise during the teaching and learning activities. To deal with the problem the researcher will try to use choral repetition technique, especially when the researcher is giving guided exercises. In choral repetition technique, all of the students will participate without hesitation because they will not be afraid of making mistakes and if they

do make mistakes no one will notice them so they will not feel embarrassed. Also, when all the students are, for instance, reading aloud chorally the noise of the distractor will not be heard by other students and they will not have a choice but to participate in the activity.

After determining the actions to solve the field problems, the researcher proposed the plans to the English teacher and discussed them with her. The English teacher asked the researcher the reason behind the proposed actions. After the researcher did the explanation, the English teacher eventually understood and agreed with the researcher's plans.

## **B. The implementation of the actions and discussion**

The objective of this research is to improve the pronunciation intelligibility of the IX grade students of social science program of SMA N 8 Yogyakarta. This objective is still too general; therefore the researcher narrowed it down into two more specific objectives, which are:

- The students are able to comprehend and mechanically produce intelligible English sound patterns.
- The students are able to communicatively produce intelligible spoken English.

The first objective will be achieved in the first cycle, through two or more meetings. Meanwhile, the second objective will be achieved in the second cycle, through two or more meeting as well. The first objective, in one hand, indicates that in the first cycle the researcher will focus deeply on the controlled

mechanical production of English pronunciation therefore the teaching and learning activities are mostly in form of uncommunicative activities like listening-while-reading and reading aloud activities with audio books as the main instructional media plus some supporting media that shares similar features with audio book.

The second objective, on the other hand, indicates that the teaching and learning activities will focus mainly on the production of spoken English in form of communicative activities. The best activity to achieve this objective is role playing with audio books still as the main instructional medium, for example, role playing ‘Snow White and the Seven Dwarfs’. In practice, the researcher will have the students to listen the audio book of ‘Snow White and the Seven Dwarfs’. In this process the students can listen to the dialogues in the audio book and after that they will practice those dialogues with guidance from the researcher. In this phase, the students will have the chance to apply the skill they learn in the first cycle.

As explained in chapter III, each cycle of this action research involves three stages. The three stages are planning, action and observation, and reflection. The followings are the description of the process of cycle one.

### **1. Cycle 1**

#### **a) Planning**

The focus of cycle 1 of this research is to enable the students to comprehend and mechanically produce intelligible English sound patterns. In

order to achieve this objective, several indicators should be met. They are as follows:

- The students are able to recognize and understand thought groups, word stresses, rhythms, and intonation in a spoken English discourse they are listening to.
- The students are able to correctly place the word stress within a thought group.
- The students are able to properly apply the rhythm based on the thought group.
- The students are able to recognize the falling intonation at the end of a thought group which is followed by a little pause.
- The students are able to divide a text based on its thought groups and give highlight on the stressed words.

Furthermore, to meet those indicators several materials should be covered in three meetings. Those materials can be seen in the following table.

**Table 10. The materials coverage for cycle I**

No.	Materials	Examples
1	Thought groups	<b>One day, / Mr. Huntington got home late / and two policemen accompanied him.</b>
2	Focus word	One as in <b>‘one day’</b> , two as in <b>‘and two policemen accompanied him’</b>
3	Word stress	One as in <b>‘one day’</b> , two as in <b>‘and two policemen accompanied him’</b>
4	Rhythm	<b>Dogs chase cats</b> The <b>dogs chase cats</b> The <b>dogs chase</b> the <b>cats</b> The <b>dogs</b> will <b>chase</b> the <b>cats</b>

		The <b>dog</b> will be <b>chasing</b> the <b>cats</b>
5	Intonation	Falling intonation at the end of the thought group ' <b>one day</b> '
6	Pauses between thought groups	The little pause between the thought groups ' <b>one day</b> ' and ' <b>Mr. Huntington got home late</b> '
7	The aspirated sounds	/p/, /k/, and /t/
8	The silent consonants	The consonant sound /k/ in <b>knocking</b> , /gh/ in <b>eight</b>
9	Reduced consonant sounds	/im/, /em/ as in him and them respectively
10	schwa	The schwa /ə/ as in <b>/pə'li:s.mən/</b>
11	Pronunciation of the past ending –ed	/id/, /d/, or /t/
12	Linking	He <b>leaves__at</b>

To cover all the materials in table 9 above, the researcher then planned several actions that were going to be carried out in three meetings (4 X 45 minutes), the first meeting was 2 X 45 minutes long and the last two meetings were 1 X 45 minutes long each. These actions were realized in teaching and learning activities.

### Meeting I

The first meeting was aimed at meeting the first two indicators that are mentioned above. The first indicator is that the students are able to recognize and understand thought groups, word stresses, rhythms, and intonation in a spoken English discourse they are listening to; and the second indicator is that the students are able to correctly place the word stress within a thought group. To meet this indicator most of the materials in table 9 were introduced to the students but the main discussion was thought groups, focus word, and word stress. The researcher decided not to present them the technical definition of the terms in the



materials coverage. The researcher however always tried to show the students the realization of those terms in the real language use within the context of discourse so that the students could easily comprehend the materials.

The plans for the first meeting were concentrated on the listening-while-reading and reading aloud activity. Some elements of the Noticing-Reformulation technique were applied by the researcher. In the Noticing-Reformulation technique the students compared the recording of their pronunciation to that of English native speakers. In this study, however, the students simply read aloud a text chorally and then they listen to the native speaker version to see the errors they had made.

Here are the sequences of the plan for the first meeting. First of all, the researcher would give a brief practical explanation about pronunciation and then play the recording of a monologue (which share similarity with audio books) by a native speaker, entitled 'The Smart Mr. Huntington', and at the same time the students would read the corresponding text of the monologue silently. Next, the researcher would give instruction on how to pronounce the text easily and effortlessly by breaking the text into thought groups and picking one word from each thought group as the focus word which receives stress. While explaining the pronunciation of the text per thought group the researcher would ask the students to practice pronouncing each thought group in the text chorally with the researcher's guide. Finally, the students would read aloud the entire text chorally for the last time.

## **Meeting II**

The second meeting of cycle 1 was aimed at meeting new indicator while reinforcing the previous two indicators. The new indicator was that the students were able to properly apply the rhythm based on the thought group. To meet this new indicator the researcher would cover another material, which was rhythm. In the previous meeting, rhythm was not addressed at all. The students were only exposed to the natural occurrences of rhythm. Word stress drilling was going to be used to reinforce the students' premature understanding of word stress.

Like the plan in the first meeting, in the second meeting the plans were also concentrated on the listening-while-reading and reading aloud activity. First of all, the students would listen to an audio book about the biography of Albert Einstein and at the same time the students would silently read the corresponding text that would be projected in the LCD screen. After that, the researcher would give word stress drilling by using a list of words that had been taken from the biography text, with highlight on the stressed syllable. This is to train the students to properly place word stresses when producing spoken English. To make the activity more interesting the researcher would use a kazoo. After the drilling, the students would chorally read aloud another list of words but without highlight on the stressed syllable. Therefore the students would have to guess the location of the stress.

The next plan was to introduce to the students about rhythm in relation to stress by showing them a series of sentences with highlighted stressed words. The researcher would model the pronunciation of the sentences and show the students

how rhythm works. The last plan was to have the students do listen-while-reading once again and read aloud the biography text chorally with little guidance to see how the students apply rhythm in their pronunciation.

### **Meeting III**

The third meeting of cycle 1 was intended to give material reinforcement even more with more interesting activity, which was singing a song. Using a song would make the end of the cycle 1 more meaningful and memorable to the students. The indicator that was going to be met in this meeting was that the students are able to divide a text based on its thought groups and give highlight on the stressed words. There would be no new material needed to give in order to meet this indicator. The students would only need to use their pronunciation understanding from the previous two meetings to be able to do the task.

The plans in this meeting were concentrated on the listening-while-reading and choral singing activity. Firstly, for the listening-while-reading activity, the students would listen to a song from the rock band, 'Guns N' Roses', entitled 'Sweet Child 'O Mine' while reading the lyric of the song. The researcher would remind the students to pay attention to the thought groups, stress, rhythm, and intonation. The next plan was to practice the song part by part by using the knowledge from the previous meetings. The researcher would replay the song whenever needed in order for the students could master the difficult part of the lyric. The last plan was to sing the song chorally to see how well the students sing the song.

After designing the whole plans for cycle 1, the researcher then discussed them with the English teacher and she gave her approval for the plans after she had analyzed them. After that, she let the researcher execute the plans.

## **b) Action and Observation**

### **Meeting I**

The first meeting was held on Tuesday, Dec 3<sup>rd</sup> 2013, and started at 07.00 am and ended at 08.30 am. The researcher arrived at school at 06.50 am. He directly met the English teacher at the teacher's room. The English teacher asked if the researcher was ready to teach. The researcher replied that he was ready. After that they came to the class. The English teacher orientated the students for the researcher's instruction.

As the researcher took over the class, he put his high quality recording device in front of the students to record the entire teaching and learning process. Also, he turned on the built-in LCD projector and connected it to his computer. When the researcher began to teach one of the students did not pay attention to the researcher. She distracted the other students who sat nearby by talking to them. Some of the students tried to hush her but did not really stop her from making distraction.

The researcher went on delivering the materials by displaying the text the students had read aloud in the observational meeting. The text was entitled 'The Smart Mr. Huntington. It had been modified by the researcher to make it easier for the students to read aloud. The modification of the text was based on the thought groups and word stresses. Each thought group in the text was separated by long

spaces so that the students could easily recognize them. In every thought group, the stressed words had been highlighted in yellow colors.

To know whether or not the modification of the text were really useful, the researcher displayed the original version of the text which was without modification and asked the students which text was easier to read aloud. The students confirmed the researcher's claim that the modified text was easier to read aloud. This can be seen in the following field note:

Researcher : I have two versions of the text here. Which one is easier to read aloud in your opinion? *Menurut teman-teman, yang mana yang lebih mudah dibaca nyaring? Yang ini atau yang ini* (pointing to the two version of the text)

One of the students replied that the text with clear separation of thought groups and highlights based on stressed words within the thought groups was easier to read aloud because there were clear spaces between thought groups.

Students : *Yang kuningan*  
[The one with yellow color]

Researcher : *Kira-kira kenapa?*  
[Why?]

Students : *ada spasinya*  
[There are spaces]

Researcher : *Ada spasinya, betul.*  
[Yes, there are spaces]

(Appendix A, field notes 3, page 117)

The researcher continued the lesson by playing the native speaker version of the monologue. While the monologue was playing the distractor was talking to the student beside her. She was also playing with her coin that also created distracting noise. The rest of the students, however, paid serious attention to the monologue. The researcher did not try to stop her until the monologue stopped.

Then, the researcher began to give practical instruction on how to pronounce the monologue easily and effortlessly, as shown in the following field note:

Researcher : *Dalam bahasa inggris itu, setiap kelompok-kelompok kata itu ada satu kata yang menjadi ... kata yang sangat penting .... Ada yang ahli mengatakan itu adalah [focus word]. Nah... kata itu ketika dibaca [is read aloud] itu harus lebih jelas dari pada yang lain. Misalnya, "Mr. Huntington", 'Huntington – nya lebih jelas dari pada 'Mr'; atau misalnya, 'takes a walk from his house to the city park', yang lainnya datar-datar aja kan? Tapi 'walk' –nya itu harus lebih diperjelas.*

[In English, every thought group contains one word which is the most important word. One expert calls it 'focus word'. Now, that word, when being read aloud, has to be pronounced louder than the other words. For example, "Mr. Huntington", the word 'Huntington' is pronounced louder than the word 'Mr.'; or for example, 'takes a walk from his house to the city park', the other words are pronounced without stress but the word 'walk' should be pronounced more clearly.]

(Appendix A, field notes 3, page 117-118)

The term practical instruction in this indicated that the researcher would not present the conventional definition of the new terms the students might never hear before. This was to make it easier for the students to comprehend the lessons.

The researcher guided the students in practicing the pronunciation of the rest of the monologue per thought group. He continued with the difficult part of the beginning of the monologue. He had noticed from the students' recordings that some of the students found difficulty in pronouncing the sentence, 'He leaves at 8 o'clock in the morning'. The pronunciation of the sentence was difficult because some students did not leave a little pause after the end of the thought group 'he leaves at'. As a result, they faced difficulty in pronouncing the word 'eight', especially when they pronounced it faster. However, after the researcher

showed the practical way of dealing with problem, the students managed to pronounce the part easily.

This kind of error correction also applied to phonemic errors like the phonemic error that some of the students made in the fourth sentence of the monologue, ‘after knocking on the door’. The error was on the word ‘knocking’. Some students pronounced the word with clear /k/ sound, /kna:kɪŋ/ where they were supposed to pronounce it without the /k/ sound, /na:kɪŋ/.

Up to this point the researcher noticed that some students constantly made distraction and did not seriously participate in the activity. The researcher then decided to continue to the rest of the monologue by using choral repetition technique. This technique made all of the students actively participate in the activity. There was no chance for the distractor to distract the other students since nobody could hear her noise and finally she had no choice but to participate in the activity.

The researcher went on to the fourth sentence of the monologue, ‘and had called the police station to ask for help’. This time, he took the chance to introduce the concept of aspiration in English pronunciation, as shown in the field note below:

Also, the researcher took the chance to explain about the aspirated consonant sounds such as /p/, /k/, and /t/ when he came to this part of the fourth sentence of the monologue, “and had called the police station to ask for help”. The researcher explained that when /p/, /k/, or /t/ sounds initiates a stressed word then it should be pronounced with a little aspiration.

Researcher : Ladies and gentlemen, please pay attention to the word ‘called’. *Itu pengucapan ‘called’ adalah /k/ ya, pengucapannya itu /k/. Nah ketika dalam bahasa inggris, ketika didalam awal sebuah kata itu ada suara /k/ ya bukan*

*hurufnya ya, suara /k/ atau /t/ atau /p/ itu nyebutnya kayak gini, [k<sup>h</sup>], harus ada aspirasi. Misalnya, [k<sup>h</sup> ɑ:l]. Jadi pengucapannya itu bukan /kɑ:l/.*

*[Ladies and gentlemen, please pay attention to the word 'called'. The initial sound of 'called' is /k/. Now, in English, when a word begins with sounds like /k/, /t/, or /p/, the pronunciation is like this [k<sup>h</sup>], should be aspirated as in [k<sup>h</sup> ɑ:l]. So, the pronunciation is not /kɑ:l/.*

The students responded to the researcher's instruction by mimicking the researcher modeling the pronunciation of the word 'called'. They seemed to learn the concept of aspiration for the first time.

(Appendix A, field notes 3, page 118)

Another important material was given to the students after they have practiced the entire monologue. This time the researcher went over the thought group, 'Mrs. Alison asked her father'. With this thought group, the researcher was going to explain about the pronunciation of the past ending, -ed. He focused on the pronunciation of the word 'asked'. Through two-way interaction he managed to make the students understand the material easily. The researcher did not forget to give appreciation for the students' success in comprehending the material. This situation is shown in the following field note:

Researcher : *Yang 'Mrs. Alison asked her father ...,' ini kan ada ahiran?*  
[Now, the thought group, 'Mrs. Alison asked her father ...,' there is what ending?]

Students : -ed  
[-ed]

Researcher : *Ahiran -ed, past tense ya. Nah ketika ahiran -ed itu kira-kira pengucapannya seperti apa? Apakah diahiri dengan /id/ atau /t/? Kira-kira yang mana?*  
[-ed ending, past tense right. Now, that -ed ending, how do we pronounce it? With /id/ or /t/? Which one do you think?]

Students : [æskt] (looked unsure with their answer)

Researcher : *Nah sekarang coba pilih, yang paling mudah apa? Kira-kira yang paling enak di lidah itu apa? Apakah /id/ atau /t/?*



*Kalo pake /id/ berarti [æskid]. Atau apakah /t/, [æskid] atau [æskt]?*

[Now, let's try, which one the easiest? Which one do you think easier for the tongue? Is it /id/ or /t/? If we use /id/ then it is pronounced [æskid]. Or is it /t/? [æskid] or [æskt]?]

Students : [æskt] (responded in unison with certainty)

Researcher : *Oke, jadi yang benar adalah [æskt er faðə], very good.*

[All right, so the the correct pronunciation is [æskt er faðə], very good]

(Appendix A, field notes 3, page 119)

Finally, the researcher introduced to the students the last material for the day, which was the occurrence of reduced consonants. Again, he did not give the conventional definition of the term but rather explained why they occurred in that particular thought group. The thought group was located in the final sentence of the monologue, which was, 'so he called the policemen to take him home'. The researcher directed the students' attention to the unstressed word 'him' and explained why it was pronounced with silent /h/ sound. The instruction process went as follows:

Researcher : *Coba mulai dari sini, 'take him home'.*

[Let's try from this one, 'take him home'.

Students : [teɪk him hooɪm] (responded in unison).

Researcher : *Coba, apakah teman-teman pake yang ini, [t<sup>h</sup>eɪk him hooɪm] atau [t<sup>h</sup>eɪk im hooɪm]?*

[Let's see, did you pronounced it this way, [t<sup>h</sup>eɪk him hooɪm] or [t<sup>h</sup>eɪk im hooɪm]?

Students : [t<sup>h</sup>eɪk im hooɪm] (responded with confidence).

Researcher : *karna ini katanya ngga terlalu diperjelas makanya itu penyebutannya itu ngga terlalu jelas juga. Jadinya [t<sup>h</sup>eɪk im hooɪm]. Enak kan dari pada [t<sup>h</sup>eɪk him hooɪm], (deliberately put stress on each word so that the pronunciation sounded funny)*

[Since the word is not stressed then the pronunciation is slightly unclear too. Therefore, the pronunciation is [t<sup>h</sup>eɪk im hooɪm]. Better right, compared to [t<sup>h</sup>eɪk him hooɪm],

(deliberately put stress on each word so that the pronunciation sounded funny)]  
 Students : (laughing)

(Appendix A, field notes 3, page 119-120)

Before the researcher ended the class, he asked the students to read aloud the whole monologue chorally for the last time. The result was pretty impressive. They could pronounce the monologue fluently and rather effortlessly. They began to pay attention to the thought groups and the stressed word within each thought group. The researcher concluded that all the materials given in this first meeting were comprehended successfully by the students. This also indicated that the researcher succeeded in accomplishing the objective of the first meeting. This claim is partly supported by the statements of two students which are shown in the following interview transcript:

*Apa yang anda pelajari dari pelatihan pronunciation tadi?* [What did you learn from the pronunciation training just now?]

**Student A:**

*Ya gara-gara latihan tadi ya berguna sih jadi dalam pengucapan suatu kata itu kita bisa tau misalnya kalau yang akhirannya –ed itu tuh harsunya akhirannya pake /d/ atau /t/ sama jedanya juga sama pas kapan kita harus menekankan suatu kata dalam kalimat.*

[It was useful because now I know that the past ending –ed can be pronounced as /d/ or /t./, the pauses too, and when we should put a stress in a word in a sentence.]

(Appendix A, Initial Interview transcript , page 130-131)

**Student B:**

*Pasti aku belajar banyak hal dari tadi, untuk bacanya, kan aku tuh klo ngomong cepat, jadi tadi kan dibilang untuk ngasi spasi-spasi biar jelas ya klo ngomong biar ga kecepatan juga, trus apa lagi yah, oh yah untuk beberapa ada yang aku, oh ternyata bacanya kayak gitu toh, berarti selama ini aku salah. Jadi ada yang untuk beberapa yang untuk aku bias benerin biar aku ga salah lagi.*

[I learned many things, for sure. As for the reading aloud, you know, I speak

rather fast so I have to make thought groups in order that I can speak clearly and not so fast. I also learned that my pronunciations for some words were wrong. So I have corrected some of my pronunciation errors to avoid mistakes in the next time.]

(Appendix A, Initial Interview transcript , page 132-133)

## Meeting II

The second meeting of cycle 1 was carried out on Thursday, December 5<sup>th</sup>, 2013, starting from 08.00 am to 08.45 am. Since the class was only 45 minutes long, the researcher tried to make the activities as concise as possible. After all, this meeting was intended as reinforcement to the previous lessons. However, this did not mean that there was not new material at all. In fact, in this meeting the researcher decided to introduce the concept and the application of rhythm in a piece of spoken English discourse.

The researcher came into the class with one of his colleagues as the collaborator. To make the lessons less monotonous to the students, the researcher had decided to utilize an audio book with an interesting topic, and the topic was the biography of Albert Einstein, one of the smartest people ever lived in the world and one of the most influential scientists in the world of physics. As the researcher was introducing Einstein in the opening activities the students look really amazed by the character. It was even more interesting because most of the students did not actually know Einstein. Therefore, the researcher began to tell the story behind Einstein's big popularity while showing his popular photographs and sayings on the LCD screen. This moment is described in the following field note:

The researcher showed some popular photographs of Albert Einstein, some of which contained his popular saying like, 'Imagination is more important than knowledge' and his phenomenal equation  $E = mc^2$ . After that, the researcher told

the students that it was Einstein who made it possible for USA to build atomic bomb that destroyed Japan's Hiroshima and Nagasaki in the Second World War. As the researcher continued explaining to them that Einstein was one of the greatest scientists ever lived with his most phenomenal theory of relativity, all the students were so quiet and really engaged to the researcher explanation.

(Appendix A, field notes 4, page 120)

Choosing the audio book of the biography of Albert Einstein was an excellent decision. When the students began the main activities of the lesson the students continued to be quite and were all ready to participate and cooperate in the main activities. The researcher, however, also noticed that the distractor was not present at that moment. Her absence might also have contributed to the quietness of the class.

The researcher started by playing the audio book of Albert Einstein's biography. During this activity the researcher did not hear any distraction at all. After that, the researcher moved to the next activity which was word stress drilling. The students drilled two lists of words that had been taken from the audio book. The first list had been highlighted in yellow color based on the location of the stressed syllables because it was going to be used in the guided drilling. And, the other list had no highlight, especially intended for independent drilling. Most of those words were stressed by the speakers of the audio book, (there were two speakers, a man and a woman, taking turns in delivering the audio book). The choice of words was intended to make the students see the connection between the drilled words outside the context and inside the context. Furthermore, each word list had three categories, namely one-syllabic words, two-syllabic words, and three-syllabic words. These categories were intended to help the students

understand the differences among them in terms of the position of the stressed syllables and the rhythm of them each word based on that position.

The activity we discussed above can be seen in the following field note:

The researcher, then, had the students drill the pronunciation of those words one by one. The researcher pronounced one word at a time and the students repeated after him. In this way, the students are learning about the stressed syllable within a word and its position, whether initial, middle, or end.

Researcher : All right ladies and gentlemen, *ini ada beberapa kata yang saya ambil dari potongan text tadi. Nah kata-kata ini kebetulan mendapat penekanan dalam text yang tadi kita dengarkan. Nah sekarang kita latihan sedikit ya. Kita lihat ada di situ di setiap kata-kata itu yang bagian sini sampai yang ke-dua dan ke-tiga itu ada penekanan vocal. Suku kata yang diwarna kuning itu merupakan suku kata yang mendapatkan penekanan atau dalam bahasa inggrinya itu yang mendapat stress. Coba, pleas repeat after me. 'Albert'* ['ɑ:lbeɪt]

[All right ladies and gentlemen, here are some words I have taken from the text just now. Now, these words happen to receive stress in the text that we just listen to. Now, let's do some practices. We see there on each word in this part up to this part, there is a stress on the vocal sound. The syllables with yellow color are the syllables that receive greater force or in English it is called 'stresses'.]

Students : 'Albert' ['ɑ:lbeɪt]

Researcher : 'difficult' ['dɪfɪl.t̪kʰəlt]

Students : 'difficult' ['dɪfɪl.t̪kʰəlt]

Researcher : '1879' [ɛrti:n sev. ə n.ti 'nɑm]

Students : '1879' [ɛrti:n sev. ə n.ti 'nɑm]

Researcher : 'ask' [æsk]

Students : 'ask' [æsk]

Researcher : 'alone' [ə'loʊn]

Students : 'alone' [ə'loʊn]

Researcher : *perhatikan yang stress-nya itu yang mendapat penekanan itu ya. 'direction'* [dɪ'rek.ʃən]  
[Pay attention to the stress, the ones that receive stresses]

Students : 'direction' [dɪ'rek.ʃən]

Researcher : 'basic' ['beɪ.sɪk]

Students : 'basic' ['beɪ.sɪk]

Researcher : *Ingat kalo kita bedakan ya, kalo kita pindahkan*

*penekanannya di suku kata yang ke-dua, jadi [ber.'sɪk], beda kan? Jadi berarti sudah liat perbedaannya kan? Sama halnya kalau ..., saya pernah ada teman native speaker, dia mengatakan pada saya, “saya dari pangandaran” [saia dari pa'ŋandaran], nah itu dia kebiasaannya dalam bahasa inggris dibawa-bawa ke dalam bahasa Indonesia. Harusnya, [paŋandaran] kan.*

[Remember, if we see the difference, if we move the stress onto the second syllable, I goes like [ber.'sɪk], different right? So, now we have see the difference, right? It is the same thing with ..., I had a friend, native speaker, he said to me, “Saya dari pangandaran” [saia dari pa'ŋandaran], now, we can see that his habit in pronouncing English is applied in Indonesian language. The pronunciation should be, [paŋandaran], right?

(Appendix A, field notes 4, page 121 - 122)

The researcher continue the word stress drilling and came to the word ‘compass’, with sound /k/ in the initial position of the word. The researcher decided to test the students’ understanding of the previous lesson in the first meeting. The researcher was impressed to know that the students did not forget what they had been trained in the previous meeting. The researcher elaborated the explanation by adding another example, which was the word ‘cool’. The students eventually pronounced the word aloud correctly. The researcher went further by showing the students the awkward pronunciation of the word ‘cool’ without the aspiration. The students responded with laughter. This situation is shown in the following field note:

When the researcher came to a word with sound /k/ in its initial position, the researcher reminded the students about the lesson of aspirated sounds in the previous meeting. The word was ‘compass’ /'kʌm.pəs/. The researcher asked the students how to pronounce the sound /k/ and most of the students responded as expected.

Researcher : *Kita lanjut, ‘compass’* ['kʰʌm.pəs]

- [Let's continue, 'compass' ['k<sup>h</sup>ʌm.pəs]]
- Students : 'compass' ['kʌm.pəs]
- Researcher : *Ingat ya kemarin ketika pengucapannya suara /k/ harus ada?*  
[Remember, in the previous meeting, when the sound is /k/, there should be?]
- Students : [k<sup>h</sup>a]
- Researcher : Very good! ['k<sup>h</sup>ʌm.pəs]
- Students : ['k<sup>h</sup>ʌm.pəs]
- Researcher : *Misalnya, sama dengan kata 'cool', coba 'cool'.*  
[For instance, it is the same thing with the word 'cool', try 'cool'.]
- Students : [ku:l]
- Researcher : *Yang mana keren, [k<sup>h</sup>u:l] atau [ku:l]?*  
[Which one sounds better, [k<sup>h</sup>u:l] or [ku:l]?]
- Students : [k<sup>h</sup>u:l]
- Researcher : *Nah itu, lebih suara kayak kalian itu betul-betul dari sana. Kalau bilang [ku:l] (pengucapannya sengaja dibuat aneh tanpa aspirasi).*  
[Now, that sounds like you are actually come from there. If you pronounce it like [ku:l] (pronounced awkwardly without the aspiration)]
- Students : (laughing)

(Appendix A, field notes 4, page 122 - 123)

After doing the word stress drilling, the researcher asked the students to independently and chorally practice the other list of words which was without highlights on the stressed syllables. This was to see whether the students could place the stress properly after the training they just had. The result was very good. The students did it very well and easily. A minute later the distractor came in, joined the class, and did her job as always. Eventually, the class was noisy again. However, the researcher tried to keep the students' attention on the LCD screen where the word lists being displayed.

Finally, in order to make the students retain the lesson about word stress even more, the researcher took a small musical instrument, called Kazoo, out of his bag and used it to do another drilling. The students were surprised to hear the funny sound that came from the Kazoo when the researcher was humming into it. It turned out that the all of the students had never seen Kazoo before.

The next activity was introducing to the students the concept and the nature of rhythm. This time, the researcher displayed a series of sentences like the following:

Dogs chase cats  
 The dogs chase cats  
 The dogs chase the cats  
 The dogs will chase the cats  
 The dogs will be chasing the cats

The words highlighted in red are stressed therefore the beats are longer than those without highlights. The purpose of this activity was to show the students the relationship between thought groups, word stresses, and the rhythm.

Firstly, the researcher demonstrated to the students the pronunciation of the sentences with the correct application of the rhythm. The researcher read aloud each sentence in a manner that all the stressed words were pronounced louder and clearer. The students repeated after the researcher after on each sentence. They tried to mimic the researcher's pronunciation. The researcher did this exercise twice in the same way. After that, the researcher did the exercise again for the last time. However, this time he made a pattern of rhythm with his right hand while reading aloud each sentence. The students began to understand what rhythm was all about when they saw that the rhythm pattern that the researcher made did not



change even though the words in each sentence were different in number. One of the students suddenly said “Oh iya” [Oh I see].

After the rhythm drilling, the researcher played the audio book for the last time while displaying the corresponding text on the LCD screen. While the audio book was playing, the distracter started to make disturbing noise by talking to her friends nearby. The researcher noticed, however, some of the students were really paying attention and trying to repeat after the speakers of the audio book with low voice. When they heard the distracter making noise they hushed her and soon after the class were quiet again.

Finally, the researcher had the students read aloud the entire audio book chorally with the researcher’s guidance. The students did not face significant problem because they had drilled some of the words in the audio book. After that, the researcher concluded the lesson and gave the students time to ask question. The researcher was about to close the meeting when suddenly one of the female students raised her hand and asked a question. This moment is described in the following field note:

After that, the researcher gave his conclusion of the lesson by reminding them about the importance of stress and thought groups in English communication. When the researcher gave the students the chance to ask a question, one of the students, who had been paying serious attention from the beginning, asked a very important question:

Students : *Menentukan penekanan katanya itu terserah kita atau ngga?*  
[How do we choose which word that receives stress?]

The researcher was very happy to know that some students were really paying attention. Unfortunately, he could not give satisfying answer because the time was over.

### **Meeting III**

The third meeting of cycle 1 was carried out on Thursday, January 16<sup>th</sup>, 2014, starting at 08.00 am and ended at 08.45 am. The meeting was intended for giving material reinforcement even more. In order to achieve this objective, the best way was to give less monotonous activity like in the previous two meetings while maintaining listening-while-reading aspect of the activity. The researcher came up with the idea of song. He knew that by using song the students were going to have fun while practicing pronunciation. Therefore, the students could retain the lesson very well. More importantly, a song has very special characteristics. It has a predefined thought groups, rhythm patterns, word stresses, and intonations. One must stick to these aspects in order to sing a song correctly or otherwise no one would recognize the song.

After searching on the internet the researcher found an interesting song on YouTube. The song came with a video that contained the lyric of the song, so that we could listen to the song while reading the lyric. The reasons why the researcher chose the song were because it was one of the most popular songs by a legendary rock band, Guns N' Roses, the music is very addicting, and the song was quite easy to learn. After all, the genre of rock is usually preferred by teenagers.

The researcher came into the class with his collaborator. He started the lesson by displaying the photographs of the band, Guns N' Roses on the LCD screen. It seemed that most of the students were not familiar with the band even

after they saw the name and all the personals of the band on the screen. When the researcher asked whether or not they knew the band and the most popular song, only several students knew. Then the researcher displayed the title of the song that was going to be used during the teaching and learning activities. As the students saw the title of the song on the screen one of them asked a question about it. This actually indicated that the students were ready for the lesson. This situation is described in the following field note:

Then, the researcher asked the same question for the second time and the students yelled 'sweet child o mine' in unison. One student suddenly asked,

Student : *Maksudnya O itu apa mas?*  
[What does O' stand for?]

Researcher : *Itu of, maksudnya of. Supaya pronunciationnya lebih enak, O' mine, orang sana itu ga terlalu ribet*  
[That's 'of', stands for 'of'. To make the pronunciation easier, they used O mine, English speakers are not that complicated.]

(Appendix A, field notes 5, page 125)

The first activity was just to play the song in order that the students really got to know it. It turned out that many of them had heard the song before. As they listened to the melody and the lyric of the song they eventually sing along and one student tapped his table following the rhythm of the drum. It seemed that they enjoy the song very much even though it was an old song. They looked enthusiastic with the activity despite the noise of the class. But the good thing was that they participated actively during the activity.

The researcher then continued the activity by asking a volunteer to try to sing the song but no one was ready yet. Therefore, the researcher played the song for the second time but this time the students could read the lyric of the song

while listening to it. He reminded the students to pay attention to the thought groups, word stress, rhythm, and intonation of the song while listening to it. This process can be seen in the following field notes:

The researcher decided to play the song once again and the students agreed with it. The researcher reminded the students about the previous lessons, which were thought groups, word stresses, rhythm, and intonation. He asked them to pay attention to those features as they were listening to the song for the second time.

Researcher : *atau diputar lagi? Diputar lagi sekali ya!*

[How about playing the song again? Let's play the song again, okay!]

Students : *Ya, (beberapa siswa berteriak ya, menyetujui usul peneliti )*

[Yes, (some students yelled, yes, approving the researcher's idea)]

Researcher: *sekarang kita putar lagi, nanti sambil dilihat seperti apa pemisahan ..., seperti yang kemarin itu, pemisahannya seperti apa, penekanan katanya dimana, supaya ritmenya cocok.*

[now let us play the song once more, pay attention to the thought grouping like what we have learned before, where the location of the stresses are, in order to maintain the rhythm of the song]

(Appendix A, field notes 5, page 126)

After playing the song for the second time, the researcher asked a volunteer again and finally one student was willing to try to sing the first three lines. This situation is described in the following filed note:

When the song had ended, the researcher asked for a volunteer again and finally one student was willing to sing the first three lines of the lyric:

She's got a smile that it seems to me  
Reminds me of childhood memories  
Where everything was as fresh as the bright blue sky

The student sang the song hesitantly and haltingly and placed the word stresses improperly.

(Appendix A, field notes 5, page 126)

Based on the field note above, it was clear that the reason why the student could sing the song properly. It was because she did not pay attention to the thought groups, word stresses, rhythm, and intonation.

The researcher tried to motivate the students that it was only difficult in the first try and that they would eventually know how to sing it after several practices. Unexpectedly, the students asked the researcher to sing the song instead. With his terrible voice the researcher tried to sing the three lines properly based on the thought groups, the word stresses, the rhythm, and intonation. When the researcher had finished singing the song, the students laughed while they were clapping hands.

The researcher continued by asking another volunteer but no one willing to try. But, one of the male students got caught singing the song with lower voice and the rest of the students asked him to sing. Hearing his friends yelled at him demanding him to sing, he finally gave it a try. As the researcher had expected, he also could not sing the song properly because he did not pay attention those features mentioned above.

The researcher observed the parts of the song that were hard for the volunteer to sing. Generally, they could not place the stresses properly. Therefore, based in this information, the researcher decided to directly explain the difficult parts and then show them how to place the stresses properly. With his practical explanation, the students could easily understand how to sing the song properly.

After some practical explanation the researcher asked the students to practice the song chorally and the result was very good. Most of them did it well. The researcher then explained the next three lines of the song and then asked the students to chorally try them. In the first try, most of them messed up several parts. The researcher eventually gave the practical explanation, as shown in the following field note:

The researcher continued to the next five lines of the song. Those lines were:

Now and then when I see her face  
 She takes me away to that special place  
 And if I stared too long, I'd probably break down and cry  
 Whoa, oh whoa sweet child o' mine  
 Whoa, oh whoa sweet love o' mine

And after that the students sang those lines chorally. This time, however, the pronunciation was harder than the previous three lines. As a result, most of them failed to place the word stresses properly. The researcher pointed the most difficult part and asked them whether or not they faced difficulty in pronouncing that part. The students responded, "Yes". The researcher showed the students how to do it easily by singing that part and they all said, "Oh..." as a sign of understanding.

Researcher : *ada yang merasa keliru di sini? (sambil menunjuk bagian yang paling susah, yaitu kata 'probably')*

[Anyone messed up in this part? (While pointing to the most difficult part, which was the word 'probably')]

Students : Yes (most of them yelled 'yes' together)

A female student: Yes, absolutely.

Researcher : *oke, disini masalahnya karna kalian ngomongnya ['prɒb.ə.bli]. untuk menyesuaikan dengan ritme lagunya, sehingga penyanyi tuh, ['prɒbli]*

[All right, the problem here is that you pronounced it like ['prɒb.ə.bli]. To adjust it with the rhythm of the song, the singer pronounced it like ['prɒbli].

Students: Ohh...

(Appendix A, field notes 5, page 127 - 128)

Another difficult part was on the word ‘she’ of the line ‘She takes me away to that special place’. Most of them put the stress on the word ‘takes’. But after the researcher’s explanation they began to sing the song correctly. However, some students still persistently made the same mistake. The researcher, therefore, played the part of the song so that the students could hear it from the singer. Finally, almost all of them could get the part right. A few minutes later, the bell rang so the researcher had to end the lesson without practicing the entire lyric of the song.

### **c) Reflection**

After completing the action and observation stage, now it is time to do the reflection. The reflection is aimed at evaluating the results of the actions that had been carried out through three meetings. The results of the interview with several students and the collaborators’ observation are going to be put into account to sharpen the reflection. The major points that are going to be addressed in this reflection stage are the students’ pronunciation improvement in terms of mechanical production of intelligible pronunciation, the mastery the materials covered in three meetings, and the students’ opinion about the teaching technique.

As stated earlier in this chapter, there were two specific objectives that were going to be accomplished throughout this research. The objectives are:

- The students are able to comprehend and mechanically produce intelligible English sound patterns.
- The students are able to communicatively produce intelligible spoken English.

The researcher had planned to carry out some actions through two cycles to accomplish those objectives. The first cycle was intended to accomplish the first objective and the second cycle was intended to accomplish the second one. Unfortunately, the English teacher could not allocate much more time for the researcher to continue to the next cycle because she needed more time to focus more on the teaching of the main four language skills which are speaking, listening, reading, and writing. The researcher, therefore, did not have a choice but to stop the study and reported the result of the cycle one.

In cycle one, in order to enable the students to comprehend and mechanically produce intelligible English sound patterns the researcher had applied particular pronunciation teaching techniques by utilizing an audio book, a monologue, and a song. The materials were mainly suprasegmental features like thought groups, stresses, and rhythms. Intonation was going to be addressed in cycle two. The result of cycle one was quite positive but not yet significant. Five students testified that their pronunciation had improved a little bit. This was revealed when the researcher asked about their pronunciation improvement after the last meeting of cycle 1 was done. This is shown in the following interview transcripts.

*Bagaimana peningkatan pronunciation anda setelah mendapatkan pelatihan pronunciation tersebut diatas? [How is the improvement of you pronunciation after the pronunciation training?]*

**Student A**

*Ada sih kalo misalnya kemarin benar-bener niat juga, apa, melaksanakan kegiatannya itu pasti kerasa manfaatnya. Jadi dalam membaca text tuh jangan asal baca, trus biar klo di dalam text itu juga ada isinya penting atau sebuah cerita, itu juga bisa tersampaikan dengan lebih baik kalo kita tau cara bacanya.*

*[I think I have learned a little. If I was serious enough to participate in the activity,*



I am sure I would have seen the benefit. I learned that in reading a text aloud we cannot just read I, also we can effectively communicate the content of the text if we know how to pronounce it well.]

(Appendix B, Final Interview Transcript, page 139 - 140)

**Student B**

*Ada. Cara membaca itu, verb 2 yang pake -ed,*

[I think my pronunciation has improved a little, especially how to pronounce the past ending -ed]

(Appendix B, Final Interview Transcript, page 141)

**Student C**

*Buat saya pribadi tu ada tapi sedikit soalnya gimana ya ga terlalu banyak waktunya.*

[To me there is only a little improvement because the time was limited]

(Appendix B, Final Interview Transcript, page 145)

**Student D**

*Yang mungkin sih sedikit sih mas karna kan baru awal belajar juga. Mungkin beberapa kali lagi baru bisa meningkat lagi.*

[Yeah, may be a little because it is the first time I learn it. Perhaps with more meetings the improvement will increase.]

(Appendix B, Final Interview Transcript, page 146)

**Student E**

*Ada sedikit*

[I think yes, a little.]

(Appendix B, Final Interview Transcript, page 148)

Two students, on the other hand, testified that they had learned new knowledge about pronunciation but still unsure about their pronunciation skill improvement, as shown in the following interview transcript:

**Student C**

*Klo peningkatan sih mungkin lebih ke pengetahuan ya soalnya, kalo praktek itu belum.*

[The improvement is on the aspect of the knowledge about pronunciation, but in

terms of skill, not yet, I think.]

(Appendix B, Final Interview Transcript, page 143)

**Student D**

*Dari segi pengetahuan si iya, kalo prakteknya, ga tau juga, ga bisa bandingin.*

[In terms of knowledge, I think there is little improvement, but in terms of skill, I am not really sure.]

(Appendix B, Final Interview Transcript, page 144)

In terms teaching technique, the actions that were carried out in three meetings by using listening-while reading technique combined with choral repetition and choral reading aloud technique plus some practical instructions helped the students understand and retain the materials easily. This was unveiled when the researcher asked the opinions of the students and the collaborators (the English teacher and one of the researcher's friends) about the teaching technique. Their answers indicated that the technique was interesting and helpful. This can be seen in the following interview transcript:

**The English teacher:**

*Apa pendapat ibu dengan teknik pengajaran pronunciation yang diterapkan oleh peneliti? [What do you think of the pronunciation teaching technique used by the researcher?]*

*Itu metode yang sangat bagus karna apa, dengan seperti itu siswa jadi tau bagaimana cara membaca yang bagus.*

[It is a very good method because with that method the students finally understand how to pronounce well.]

(Appendix B, Final Interview Transcript, page 136)

**One of the students:**

*Setelah mengikuti training pronunciation selama 4 kali pertemuan, apa pendapat anda tentang metode pengajaran pronunciation yang dipakai oleh peneliti? [After going through the pronunciation training for four meetings, what do you think about the pronunciation teaching method used by the researcher?]*

*Ya menarik sih semuanya apalagi kalo yang dengerin langsung dari lagu. Itu kan jadi..., soalnya kalo kita dengar sendiri dari orang luar yang memprononsiasikan kata itu sebagaimana seharusnya dibicarakan, diucapkan. Jai ya kalo aku sih suka yang itu. Tapi yang lainnya juga bagus.*

[It is interesting actually, especially when listening to the pronunciation directly from the song. Because, when we listen to the native speakers pronouncing words as how they are supposed to be pronounced. So, to me, I like that part. But, the other technique is good too.]

(Appendix B, Final Interview Transcript, page 137 - 138)

**Another student:**

*Menurutku sih enak, jadi bisa lebih ngerti. Ya lebih jelas, ternyata itu kalo ngomong tuh ada jeda-jedanya, trus ada penekanannya tuh tergantung kalimatnya.*

[I think it was interesting, I learned much more that when speaking in English, we have to pay attention to the pauses, the stresses which depend on the sentence.]

(Appendix B, Final Interview Transcript, page 141 - 142)

The technique included an activity using a song in the last meeting. The students generally liked this activity the most because they were having fun while learning the pronunciation. When asked about this, three students responded like as follows:

*Apa pendapat anda mengenai belajar pronunciation dari sebuah lagu?* [What is your opinion about learning pronunciation by using songs?]

**Students A:**

*Ya lebih mudah, kalo bisa ya terus kayak gitu aja mas.*

[It was easier to learn pronunciation by using song]

(Appendix B, Final Interview Transcript, page 148)

**Student B:**

*Asik, kan mam Ismi juga sering kayak gitu, tapi lagunya tuh harusnya yang lebih kita gitu, jadi lebih semangat.*

[It is fun, Mrs. Ismi often uses songs too, but the songs should be those we are familiar with, so we are more motivated]

(Appendix B, Final Interview Transcript, page 144)

**Student C:**

*Kalo aku sendiri sih belajar, apa, belajar pronunciation yang bener, belajar cara ngomong kata-kata yang bener itu juga kebanyakan dari lagu-lagu luar sih, jadinya juga lumayan belajar juga sih dari situ. Itu emang menurutku melatih banget sih, apalagi kemarin kan lebih spesifik belajarnya, satu lagu tapi kata-katanya tuh bener-bener dipelajari, sebenarnya cara ngomongnya kayak gini. Ini harusnya kata yang ini jedanya seperti ini.*

[In my opinion, with song, we can learn the correct pronunciation. I learn how to pronounce words correctly mostly from foreign songs. As a result I learn pretty much from those songs. I think it can train us well, especially, in that day we learned through song in more detailed way. There was only one song but the pronunciation of every word could be effectively learned, that the pronunciation is like this. How the thought grouping should be like.]

(Appendix B, Final Interview Transcript, page 139)

Furthermore, the pronunciation teaching also included listening-while reading activity. This kind of activity facilitated the students in listening to the best pronunciation model by native speaker of English. The students showed a positive attitude toward the activity, as shown in the following interview transcript:

*Dalam pelatihan pronunciation tersebut, teknik yang digunakan adalah mendengar sambil membaca teks yang sama, bagaimana pendapat anda dengan teknik tersebut?* [In the pronunciation mentioned above, the technique the researcher used was listening-while-reading, what is your comment about that technique?]

**Student A:**

*Menurutku sih lebih menarik daripada kalo dikasi tau harus kayak gini-kayak gini, soalnya kan kita denger sendiri, jadi lebih jelas, lebih nyantol.*

[I think it is more interesting than practicing by following the rigid rules of pronunciation. Because when we listen directly to the native speaker, it is easier, and memorable.]

(Appendix B, Final Interview Transcript, page 142)

**Student B**

*Itu bagus banget soalnya gini kita ga Cuma menggunakan satu indra dari tubuh kita yang diberikan oleh tuhan tapi kita menggunakan telinga, mulut, kepala kita untuk berfikir untuk menirukan apa yang ada gitu loh.* [It was very good because

we actually more than one senses.]

(Appendix B, Final Interview Transcript, page 145)

In terms of materials mastery, the students seemed to have mastered the key materials like word stress, past tense ending, and thought groups. However, the researcher learned from the students' recordings for the post test that some of them still could not figure out the pronunciation of the past tense ending (-ed) if they had never practiced the words before. When asked about the materials they had had, the students could recall some of the main materials. This is shown in the following interview transcript:

*Pengetahuan apa saja yang anda dapatkan dari pelatihan pronunciation tersebut diatas? [What lessons did you get from the pronunciation teaching?]*

**Student A:**

*Tau cara membaca orang luar tuh gimana. Maksudnya bahasa Inggris cara bacanya, yang penekanan itu gimana, trus ya itu, lebih bisa baca, trus bagian kayak yang pake -ed yang menandakan klo itu verb 2 gitu loh, nah itu bias ngerti. [Knowing how the native speaker pronounce their language, I mean English pronunciation, how to put the stress, and then I can pronounce quite well. Also, the past tense ending -ed, I could understand the pronunciation.]*

(Appendix B, Final Interview Transcript, page 140)

**Student A:**

*Ya itu, jeda-jeda sama penekanan, sama kalo yang C itu loh mas yang klo bilang car itu kayak ada h-nya. Kayak gitu loh. [especially the pauses and the stresses, and also the aspirated sound, for example the word 'car']*

(Appendix B, Final Interview Transcript, page 142)

Based on the reflection above, the researcher can conclude that the actions that had been carried out in cycle 1 had not yet significantly improved the students' pronunciation skill in general although most of the interviewees claimed

to have gained a little improvement. This is due to the fact that the researcher could only carry out one cycle. The researcher did not expect to see a significant improvement after only one cycle. His expectation of improvement is after cycle two is done where he planned to use more communicative activities such as role playing and giving a home task to the students to listen to an audio book while reading the written version of the book. The book was a novel and the novel was the one that suited the students' preference which was twilight.

### **C. The result of the pre-test and post-test**

To make the conclusion above more reliable, the researcher also administered a pre-test and a post-test. The researcher had the students read aloud a text into a voice recorder before and after cycle one. The result of this test helped the researcher make a more informed conclusion about the effectiveness of the actions.

The pre-test was conducted on Thursday, November 28<sup>th</sup> 2013. The researcher had the 12 students read aloud a text and recorded their output by using a high quality voice recorder. The researcher analyzed the recordings and made highlights on the text based on the parts the students made error in. Each highlight was described and the error descriptions were coded based on the type of errors. The type of errors included phonemic errors, stress pattern errors, and flow related errors.

The post-test was conducted on Saturday, January 18<sup>th</sup> 2014. The procedure of the post test was the same as that of the pre-test. In order to make the students seriously participated in the post-test process the researcher designed it

like a competition, a story telling competition. All of the participants were awarded prizes and the best five were awarded a lunch package. Because the researcher did not have much time he only prioritized the 12 students that participated in the post-test. One of the 12 students was absent therefore only 11 students' recordings that were analyzed. The detailed process of the pre-test and post-test can be seen in the appendix E and the final results are shown in the following tables.

**Table 11. The result of the pre-test**

	<b>Pronunciation score</b>	<b>Fluency score</b>	<b>Final score</b>
<b>mean</b>	<b>1.9</b>	<b>2.6</b>	<b>2.26</b>

**Table 12. The result of the post-test**

	<b>Pronunciation score</b>	<b>Fluency score</b>	<b>Final score</b>
<b>mean</b>	<b>2.0</b>	<b>2.5</b>	<b>2.26</b>

Based on the tables above the researcher can conclude that the students' pronunciation had not improved. The means of the final scores in the pre-test and post-test did not increase. However, if we check the scores of each student, some of them did show an improvement. To recall all the meetings, some students did seriously pay attention and actively participate in the teaching and learning process and these students showed some improvement on their final scores. Below is the chart of the comparison between scores in the pre-test and post-test.

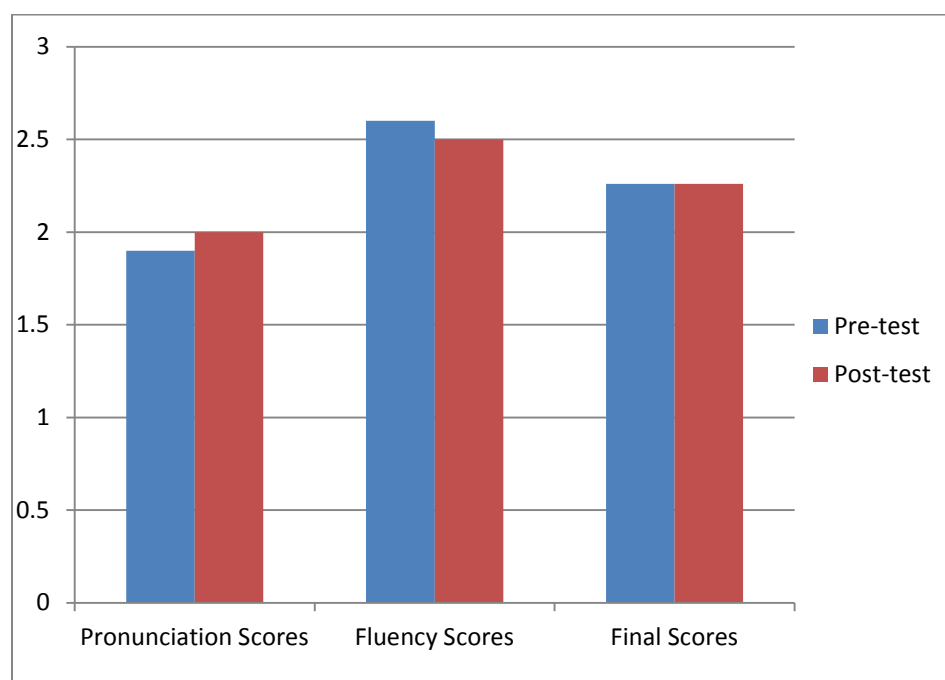


Figure 4. The comparison of the pre-test and post-test results

#### D. General findings

The materials given were comprehended by the students and they now understand that in English pronunciation suprasegmental features are not less important than segmental features. However, in practice, some of them still failed to apply that knowledge of suprasegmental features in the controlled spoken English production. The pronunciation teaching technique, which integrated listening-while reading, choral reading aloud, choral repetition, and the use of an audio book, was positively valued by the students and the English teacher. The fact that the comparison of the results of the pre-test and the post-test do not show an improvement is in line with the researcher's expectation since he only had 4 x 45 minutes to conduct his study. The improvement, however, is acknowledged by



the students in the interview transcripts. Therefore, qualitatively, the researcher is confident to claim that there was indeed a little improvement in the students' pronunciation intelligibility, at least on the level of knowledge.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

The objective of the study was improving the pronunciation intelligibility of the XI grade students of SMA Negeri 8 Yogyakarta. Attempts had been made by the researcher to accomplish the objective by utilizing audio books and other audio book-like teaching media through a technique which integrated listening-while reading, choral reading aloud, choral repetition. The researcher concluded that the use of this kind of teaching media and technique in only three meetings did not significantly improve the students' pronunciation intelligibility. The researcher is confident that with more cycles of actions there is a great possibility that a significant improvement will occur.

#### **B. Suggestion**

For the English teachers, the suggestion lies on the attitude toward pronunciation teaching. It is important that the English teachers, once in a while, also allocate a particular period of time to focus on the pronunciation teaching alone aside from the teaching of speaking because in order enable the students to communicate effectively in English, they have to be capable of producing intelligible pronunciation.

For the next researchers, it is important to keep in mind that to see whether or not the use of audio books in pronunciation teaching really works at

least two cycles are needed. The cycle one should be concentrated on training the subjects to produce intelligible pronunciation in the level of mechanical production. The following cycles should be concentrated on training the subjects to produce intelligible pronunciation in communicative tasks.

Moreover, the use of audio books and the teaching techniques applied in this research might also work for listening skill because there would be a lot of listening-while-reading activities and the best way to easily understand a native speaker's fast speech is to pay attention to the words on which he /she puts the stresses. Or, alternatively, combining both listening and pronunciation at the same time might also be interesting choice. However, this kind of study might not be feasible for most beginner researchers and also the time needed to conduct such study is going to be very long.

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## Appendix A: Field Notes

### Field Notes 1

#### Observation 1

Thursday, 28 Nov 2013, 08.00 am

1 x 45'

The researcher arrived at the school at 7 am sharp. He directly met the English teacher at the teachers' room. The English teacher asked the researcher whether he is ready or not. The researcher replied that he is ready. The researcher and the English teacher entered the classroom together. The students looked surprised to see the researcher for the first time. The English teacher then asked the researcher to sit on her chair while she was standing in front of the class and introducing the researcher to the students.

The English teacher told the students that the researcher was going to conduct a research at the school involving them as the subject of the research. The English teacher then asked the researcher to introduce himself to the students.

The researcher stood in front of the students and began his self introduction.

Researcher : *"Asslamualaikum warahmatullahi wabarakatuh."*

Students : *"Walaikum salam warahmatullahi wabarakatuh"*

Researcher : *"Salam sejahtera bagi kita semua dan selamat pagi."*  
[May God bless us all and good morning]

Students : *"Salam"*

The English teacher suddenly interrupted the conversation and asked the student to be quiet. Some of the students were a bit noisy and did not really pay attention to the researcher.

Teacher : *"Hush...jangan ribut, dengerin masnya ngomong. Suatu saat kalian juga akan mengalami hal yang sama."*

[Hush...don't be noisy, listen to him. One day you are all going to be in the same situation]

One of the Students: *"Ga papa kok mam,kita kan masih SMA. Masnya dulu pas SMA juga pasti gitu, iya kan mas?"*

[I think it's alright, mum. I bet he was just like us at school]

Researcher : *"Iya"*

[Yes]

The researcher answered the students' question with a smile and all the students were eventually laughing and clapping hands. Then, the researcher continued the introduction.



- Researcher : *“Perkenalkan, nama saya Pirdaus. Saya kuliah di Universitas Negeri Yogyakarta, jurusan pendidikan bahasa Inggris. Saya kesini bermaksud untuk mengadakan penelitian tentang pronunciation dalam bahasa inggris.*  
*[Let me introduce myself, my name is Pirdaus. I study at the State University of Yogyakarta, English Education department. I am here to conduct a study about English pronunciation.]*
- Students : *“oke”*  
 [Ok]
- Researcher : *“Alasan saya memilih SMA 8 sebagai tempat penelitian karena saya yakin anak SMA 8 pintar-pintar semua.*  
*[My reason to conduct my research here in SMA 8 is that I believe you are all smart students]*
- Students : *“Kenyataanya gimana?”*  
 [Well, the fact is?]
- Researcher : *“Ya... memang demikian kan?”*  
 [Well, I think I am right, right?]

The researcher, then, gave a brief introduction about pronunciation. He told the students that in pronunciation one did not have to be perfect as long as the communication could go well without misunderstanding. The students did not show an interest in the researcher explanation about pronunciation. Some students still make noise and did not pay attention. The researcher went on and added that to be intelligible speakers of English, one must understand the stress, intonation, rhythm and how to apply them in real-time conversation. The students looked surprised and confused to hear those terms of pronunciation because they have never heard them before. What they know about pronunciation is how to articulate English sounds or phonemes. After the explanation was done, the English teacher asked 12 students out of 35 students to step forward one by one and read aloud a short passage the researcher had brought with him. While the students were reading aloud, the researcher recorded their production using a high quality sound recorder.

The text was entitled “The Smart Mr. Huntington”. It is a result of a transcription of a monologue of a listening test.

#### The Smart Mr. Huntington

MR. Huntington takes a walk from his house to the city park every day. He leaves at 8 o'clock in the morning and gets home by lunch time. One day, Mr. Huntington got home late and two policemen accompanied him. After knocking on the door one of the policemen told Mrs. Alison, who is the daughter of Mr. Huntington that her father had lost his way and had called the police station to ask for help. When the policemen had left the house, Mrs. Alison asked her father how he could lose the way because he had

been to the park for 25 years. Upon hearing the question, Mr. Huntington just smiled and blinked. Later he admitted that he did not lose the way. He just felt so lazy to go home on foot so he called the policemen to take him home

Some of them are quite good in terms of articulation and the others still have poor articulation. But in general, the students did not pay serious attention to the stress, and intonation, and rhythm of the text. After the recording session I asked them to share their opinion about the reading aloud activity. One student responded that she was nervous when doing the reading aloud because of being recorded by the researcher. She later admitted that it was not her best performance.

The researcher made a list of students who participated in the reading aloud activity.

After the class ended, the English teacher invited me to her next class but with different students. She had the class in the language laboratory and was about to administer a test prior to the first semester examination. While the students were doing their test, the English teacher gave the researcher the chance to conduct the interview I have asked before the class began. I recorded the interview. The researcher asked several questions regarding pronunciation teaching.

## **Field Notes 2**

Observation 2

Tuesday, 30 Nov 2013, 7.00 am

2 x 45'

The English teacher asked the researcher the day before to find an educational movie to bring to the class and play it for the students. The researcher chose 'Dead Poet Society' and the teacher approved it. The English teacher and the researcher entered the classroom together. The English teacher had the researcher prepare the movie and announced to the students about the door prizes. The students looked enthusiastic to know that they are going to watch movie instead of studying. Some of the students yelled "Catching Fire". The movie is being popular at the moment and is playing at the theatre. The researcher responded that the movie was not yet available for renting.

The researcher then played the movie and they were all so quiet. When the movie started to play one of the students approached me and enthusiastically said that he had watched 'Dead Poet Society'. The researcher responded enthusiastically: "Oh really, Good for you". They enjoyed the movie though it was an out-of-date movie. Other than being interesting and highly recommended, this might be partly due to the door prizes the researcher had announced before the movie is playing. The researcher told the students that he was going to ask some questions about the movie and whoever answered correctly would take one of the door prizes.

The movie had an English subtitle so the students can read the actual words the actors were saying while listening to the pronunciation of the words. The students seemed to enjoy the movie with that subtitle. As the movie was playing the researcher had to skip some part of the movie due to inappropriate content. There were two or more scenes of the movie that contained pictures suitable only for adults. Also, the researcher noticed several students who didn't seriously follow the story till the end but most of them were so curious about the end of the story.

When the movie was over, the researcher then reminded the students about the door prizes and then asked six questions. When he asked the first question, the students were not really interested but when they saw one of her friend won one door prize they all suddenly became enthusiastic and started to raise their hands on each question.

The questions were:

- What is the Latin word for 'seize the day'?
- What is the title of the play that Neil wants to participate?
- Who is the author of the book that is ripped out by Mr. Keating students?
- What is the nick name that Mr. Keating prefers to be called?
- Who is the name of the headmaster of the school?
- Who is the name of the boy who falls in love with Chris

It turned out that the questions were not really hard for them. All the questions were answered correctly. This meant that some of the students really watched the movie and follow the story of the movie.

### **Field Notes 3**

First meeting of cycle 1 - listening while reading

Tuesday, Dec 3<sup>rd</sup> 2013, 07.00 am

2 x 45'

The English teacher prepared the students for the researcher. She warned the students to be cooperative during the teaching and learning process. The researcher then took over the class and the teacher left.

The researcher began the teaching and learning process by greeting the students and put his high quality recording device on a table before them. The recording device worked very well in capturing the entire exchanges and interactions between the researcher and the students during the teaching and learning activities. As the researcher was beginning to speak in front of the students, the distractor, who got identified by the researcher in the observational meeting, continued to make distraction by not paying attention to the researcher's explanation. The distractor intentionally made noise. This situation affected the other students, especially those who sat nearby. They could not pay attention to the instruction. Meanwhile, some of the students actually tried hard to listen to the

researcher and when they heard the distractor making noise, they tried to hush them.

The researcher used the built-in projector to show the students the text they had read aloud before, which is “The Smart Mr. Huntington”. The researcher showed two forms of the text; one has been modified by making clear separation based on thought groups and highlights based on stressed words within the thought groups and another without modification. The researcher asked the students which version of the text that was easier to read aloud.

Researcher : I have two versions of the text here. Which one is easier to read aloud in your opinion? *Menurut teman-teman, yang mana yang lebih mudah dibaca nyaring? Yang ini atau yang ini* (pointing to the two version of the text)

One of the students replied that the text with clear separation of thought groups and highlights based on stressed words within the thought groups was easier to read aloud because there were clear spaces between thought groups.

Students : *Yang kuningan*  
[The one with yellow color]  
Researcher : *Kira-kira kenapa?*  
[Why?]  
Students : *ada spasinya*  
[There are spaces]  
Researcher : *Ada spasinya, betul.*  
[Yes, there are spaces]

A few minutes later, the English teacher came back to the classroom and directly sat on one of the students' chair.

The researcher then played the native speaker version of the monologue and the most of the students listened quietly except the distractor, who was playing with her coin. After that, the researcher gave instruction on how to read aloud the text easily and fluently. He started to explain about the thought groups and the stressed words within every thought group in the text without giving the students the conventional definition. But, he showed the students how stress plays its role in the monologue.

Researcher : *Dalam bahasa inggris itu, setiap kelompok-kelompok kata itu ada satu kata yang menjadi ... kata yang sangat penting .... Ada yang ahli mengatakan itu adalah [focus word]. Nah... kata itu ketika dibaca [is read aloud] itu harus lebih jelas dari pada yang lain. Misalnya, “Mr. Huntington”, ‘Huntington – nya lebih jelas dari pada ‘Mr’; atau misalnya, ‘takes a walk from his house to the city park’,*

*yang lainnya datar-datar aja kan? Tapi 'walk' -nya itu harus lebih diperjelas.*

[In English, every thought group contains one word which is the most important word. One expert calls it 'focus word'. Now, that word, when being read aloud, has to be pronounced louder than the other words. For example, "Mr. Huntington", the word 'Huntington' is pronounced louder than the word 'Mr.'; or for example, 'takes a walk from his house to the city park', the other words are pronounced without stress but the word 'walk' should be pronounced more clearly.]

The researcher continued training the students in pronouncing the whole monologue per thought group. Whenever the students encountered a difficult part in any area of pronunciation, the researcher would eventually showed them how to deal with it easily and as effortless as possible. For example, when it came to the fourth sentence of the monologue which was, "After knocking on the door"; the researcher reminded the students that some of them were wrong in pronouncing the word 'knocking' /nɑ:kɪŋ/. They pronounced the word with clear /k/ sound, /knɑ:kɪŋ/. Also, the researcher took the chance to explain about the aspirated consonant sounds such as /p/, /k/, and /t/ when he came to this part of the fourth sentence of the monologue, "and had called the police station to ask for help". The researcher explained that when /p/, /k/, or /t/ sounds initiates a stressed word then it should be pronounced with a little aspiration.

Researcher : Ladies and gentlemen, please pay attention to the word 'called'. *Itu pengucapan 'called' adalah /k/ ya, pengucapannya itu /k/. Nah ketika dalam bahasa inggris, ketika didalam awal sebuah kata itu ada suara /k/ ya bukan hurufnya ya, suara /k/ atau /t/ atau /p/ itu nyebutnya kayak gini, [k<sup>h</sup>], harus ada aspirasi. Misalnya, [k<sup>h</sup> ɑ:l]. Jadi pengucapannya itu bukan /kɑ:l/.*

[Ladies and gentlemen, please pay attention to the word 'called'. The initial sound of 'called' is /k/. Now, in English, when a word begins with sounds like /k/, /t/, or /p/, the pronunciation is like this [k<sup>h</sup>], should be aspirated as in [k<sup>h</sup> ɑ:l]. So, the pronunciation is not /kɑ:l/.

The students responded to it by mimicking the researcher modeling the pronunciation of the word 'called'. They seemed to learn the concept of aspiration for the first time. Then researcher continued to the part where he took the chance to explain a little about the pronunciation of the past tense ending '-ed'. Now, the researcher came to the past tense word 'asked' of the fifth sentence of the monologue. He asked the students that among /ɪd/, /d/, and /t/, which one sounded

better to end the pronunciation of ‘walked’. The students responded in unison that /t/ did better. The researcher gave them high appreciation for their correct answer.

- Researcher : *Yang ‘Mrs. Alison asked her father ...,’ ini kan ada ahiran?*  
[Now, the thought group, ‘Mrs. Alison asked her father ...,’ there is what ending?]
- Students : -ed  
[-ed]
- Researcher : *Ahiran –ed, past tense ya. Nah ketika ahiran –ed itu kira-kira pengucapannya seperti apa? Apakah diahiri dengan /id/ atau /t/? Kira-kira yang mana?*  
[-ed ending, past tense right. Now, that –ed ending, how do we pronounce it? With /id/ or /t/? Which one do you think?]
- Students : [æskt] (looked unsure with their answer)
- Researcher : *Nah sekarang coba pilih, yang paling mudah apa? Kira-kira yang paling enak di lidah itu apa? Apakah /id/ atau /t/? Kalo pake /id/ berarti [æskid]. Atau apakah /t/, [æskid] atau [æskt]?*  
[Now, let’s try, which one is the easiest? Which one do you think easier for the tongue? Is it /id/ or /t/? If we use /id/ then it is pronounced [æskid]. Or is it /t/? [æskid] or [æskt]?]
- Students : [æskt] (responded in unison with certainty)
- Researcher : *Oke, jadi yang benar adalah [æskt er faðə], very good.*  
[All right, so the correct pronunciation is [æskt er faðə], very good]

Finally, the researcher and the students came to the final sentence of the monologue where they found the unstressed word ‘him’ as in ‘He just felt so lazy to go home on foot so he called the policemen to take him home’. Since the word was not stressed then the articulation of the sound /h/ of the word ‘him’ is reduced therefore it was almost silent.

- Researcher : *Coba mulai dari sini, ‘take him home’.*  
[Let’s try from this one, ‘take him home’.
- Students : [teɪk him hoom] (responded in unison).
- Researcher : *Coba, apakah teman-teman pake yang ini, [t<sup>h</sup>eɪk him hoom] atau [t<sup>h</sup>eɪk im hoom]?*  
[Let’s see, did you pronounced it this way, [t<sup>h</sup>eɪk him hoom] or [t<sup>h</sup>eɪk im hoom]?
- Students : [t<sup>h</sup>eɪk im hoom] (responded with confidence).
- Researcher : *karna ini katanya ngga terlalu diperjelas makanya itu penyebutannya itu ngga terlalu jelas juga. Jadinya [t<sup>h</sup>eɪk im hoom]. Enak kan dari pada [t<sup>h</sup>eɪk him hoom], (deliberately*

put stress on each word so that the pronunciation sounded funny)

[Since the word is not stressed then the pronunciation is slightly unclear too. Therefore, the pronunciation is [t<sup>h</sup>eɪk im hoom]. Better right, compared to [t<sup>h</sup>eɪk him hoom], (deliberately put stress on each word so that the pronunciation sounded)]

Students : (laughing)

The researcher concluded the lesson and then asked the students to ask questions. Since there was no one asking question, the researcher decided to have the students read aloud the entire monologue chorally for the last time. The result was pretty impressive. They could pronounce the monologue fluently and rather effortlessly. They began to pay attention to the thought groups and the stressed word within each thought group.

At the end of the lesson the researcher interviewed some of the students to gather information about their opinion on the lesson they just had.

#### **Field Notes 4**

Second meeting of cycle 1 – listening while reading (Albert Einstein's Biography)

Thursday, Dec 5<sup>th</sup> 2013, 8.00 am

1 x 45'

This was the second meeting of cycle 1. Today, the researcher came with one of his colleagues to help take pictures of the teaching and learning process. The English teacher was already in the classroom when my friend and I entered the classroom at 9.05 am. The English teacher then prepared the students and my friend took his position behind the students with a digital camera. After the researcher took over the class, the English teacher left.

Before beginning the lesson, the researcher turned on the audiovisual media. The researcher greeted the students told them that they were going to read aloud about Albert Einstein. It turned out that most of them never heard of or learned about Albert Einstein. To help the students get in the zone, the researcher showed some popular photographs of Albert Einstein, some of which contained his popular saying like, 'Imagination is more important than knowledge' and his phenomenal equation  $E = mc^2$ . After that, the researcher told the students that it was Einstein who made it possible for USA to build atomic bomb that destroyed Japan's Hiroshima and Nagasaki in the Second World War. As the researcher continued explaining to them that Einstein was one of the greatest scientists ever lived with his most phenomenal theory of relativity, all the students were so quiet and really engaged to the researcher explanation. The researcher also noticed that the distractor was not in the classroom at the moment. The researcher began the lesson by playing the audio book of Albert Einstein's biography delivered by two

native speakers, a man and a woman, which told about the life of Albert Einstein. The students listened to the monologue very quietly.

The researcher displayed two lists of 10 words on the large screen, one with highlight and another without highlight. The first 10 words were highlighted in yellow based on the stressed syllable so that the student could clearly see the position of the stressed syllable while the second ten words were for the students' independent practice. These words were taken from the monologue the students just listened to and they were all stressed words based on the thought groups in the monologue. Moreover, the word lists had been grouped according to the number of syllable therefore there were one-syllabic words, two-syllabic words, and three-syllabic words. The researcher, then, had the students drill the pronunciation of those words one by one. The researcher pronounced one word at a time and the students repeated after him. In this way, the students are learning about the stressed syllable within a word and its position, whether initial, middle, or end.

Researcher : All right ladies and gentlemen, *ini ada beberapa kata yang saya ambil dari potongan text tadi. Nah kata-kata ini kebetulan mendapat penekanan dalam text yang tadi kita dengarkan. Nah sekarang kita latihan sedikit ya. Kita lihat ada di situ di setiap kata-kata itu yang bagian sini sampai yang ke-dua dan ke-tiga itu ada penekanan vocal. Suku kata yang diwarna kuning itu merupakan suku kata yang mendapatkan penekanan atau dalam bahasa inggrinya itu yang mendapat stress. Coba, pleas repeat after me. 'Albert'* ['ɑ:lbeɪt]

[All right ladies and gentlemen, here are some words I have taken from the text just now. Now, these words happen to receive stress in the text that we just listen to. Now, let's do some practices. We see there on each word in this part up to this part, there is a stress on the vocal sound. The syllables with yellow color are the syllables that receive greater force or in English it is called 'stresses'.]

Students : 'Albert' ['ɑ:lbeɪt]

Researcher : 'difficult' ['dɪf.ɪ.kʰəlt]

Students : 'difficult' ['dɪf.ɪ.kʰəlt]

Researcher : '1879' [eɪti:n sev. ə n.ti 'nam]

Students : '1879' [eɪti:n sev. ə n.ti 'nam]

Researcher : 'ask' [æsk]

Students : 'ask' [æsk]

Researcher : 'alone' [ə'loʊn]

Students : 'alone' [ə'loʊn]



- Researcher : *perhatikan yang stress-nya itu yang mendapat penekanan itu ya. 'direction' [d a i' rek.ʃ ə n]*  
[Pay attention to the stress, the ones that receive stresses]
- Students : 'direction' [d a i' rek.ʃ ə n]
- Researcher : 'basic' ['beɪ.sɪk]
- Students : 'basic' ['beɪ.sɪk]
- Researcher : *Ingat kalo kita bedakan ya, kalo kita pindahkan penekanannya di suku kata yang ke-dua, jadi [beɪ.'sɪk], beda kan? Jadi berarti sudah liat perbedaannya kan? Sama halnya kalau ..., saya pernah ada teman native speaker, dia mengatakan pada saya, "saya dari pangandaran" [saɪa daɪ pa'ŋandaran], nah itu dia kebiasaannya dalam bahasa inggris dibawa-bawa ke dalam bahasa Indonesia. Harusnya, [paŋandaran] kan.*  
[Remember, if see the difference, if we move the stress onto the second syllable, I goes like [beɪ.'sɪk], different right? So, now we have see the difference, right? It is the same thing with ..., I had a friend, native speaker, he said to me, "Saya dari pangandaran" [saɪa daɪ pa'ŋandaran], now, we can see that his habit in pronouncing English is applied in Indonesian language. The pronunciation should be, [paŋandaran], right?

When the researcher came to a word with sound /k/ in its initial position, the researcher reminded the students about the lesson of aspirated sounds in the previous meeting. The word was 'compass' /'kʌm.pəs/. The researcher asked the students how to pronounce the sound /k/ and most of the students responded as expected.

- Researcher : *Kita lanjut, 'compass' ['kʰʌm.pəs]*  
[Let's continue, 'compass' ['kʰʌm.pəs]]
- Students : 'compass' ['kʌm.pəs]
- Researcher : *Ingat ya kemarin ketika pengucapannya suara /k/ harus ada?*  
[Remember, in the previous meeting, when the sound is /k/, there should be?]
- Students : [kʰa]
- Researcher : Very good! ['kʰʌm.pəs]
- Students : ['kʰʌm.pəs]
- Researcher : *Misalnya, sama dengan kata 'cool', coba 'cool'.*  
[For instance, it is the same thing with the word 'cool', try 'cool'.]
- Students : [ku:l]
- Researcher : *Yang mana keren, [kʰu:l] atau [ku:l]?*

- [Which one sounds better, [k<sup>h</sup>u:l] or [ku:l]?]
- Students : [k<sup>h</sup>u:l]
- Researcher : *Nah itu, lebih suara kayak kalian itu betul-betul dari sana. Kalau bilang [ku:l] (pengucapannya sengaja dibuat aneh tanpa aspirasi).*  
 [Now, that sounds like you are actually come from there. If you pronounce it like [ku:l] (pronounced awkwardly without the aspiration)]
- Students : (laughing)

The researcher was very happy to know that the students still remember the previous lesson. The researcher added another example like, the sound /k/ in the word 'cool'. He demonstrated to the students the awkward pronunciation of the word without aspiration on the sound /k/ and the students laughed. The students continued the pronunciation drill patiently and attentively. After that, the distractor came back to the class and she started to make noise as always. The researcher, then, had the students drill the other ten words without guidance and yellow highlight on the stressed syllable. They did it very well. They managed to place the stresses properly.

To help the students understand even more, the researcher used a kazoo, a musical instrument which is played by humming into it. Kazoo was first used in pronunciation teaching and training by Judi B. Gilbert. It is a very helpful tool that can clearly show both the number of the syllable and which syllable that receives the main stress. The students were really surprised because they had never seen Kazoo before. After that, the researcher gave time for questions but no one asked.

The next activity was to learn about rhythm in relation to thought groups and word stresses in a thought group. To help the students understand better about rhythm, the researcher used the following drilling:

- Dogs chase cats  
 The dogs chase cats  
 The dogs chase the cats  
 The dogs will chase the cats  
 The dogs will be chasing the cats

Supposed the words with red color were stressed, and then each of them was considered one thought group and therefore the pronunciation of each sentence was the same length in time even though in the last sentence four more words had been added, the rhythm of each sentence stayed the same. In this way, the students could understand the concept of rhythm easily.

The researcher, then, played the audio book for the second time but this time he also displayed the text on the screen so that the students could listen to the monologue while reading the corresponding text. Unfortunately, some of the

students didn't pay serious attention to the activity while the monologue was playing. It was the distractor that initiated talking to her friends nearby and therefore eventually drew their attention from the monologue. It was until the rest of the students hushed the distractors when the class was quiet again.

The researcher continued the activity by having the students read aloud the entire monologue with his guidance. The researcher read aloud the monologue part by part and the students repeated after him enthusiastically. After that, the researcher gave his conclusion of the lesson by reminding them about the importance of stress and thought groups in English communication. When the researcher gave the students the chance to ask a question, one of the students, who had been paying serious attention from the beginning, asked a very important question:

Students : *Menentukan penekanan katanya itu terserah kita atau ngga?*  
[How do we choose which word that receives stress?]

The researcher was very happy to know that some students were really paying attention. Unfortunately, he could not give satisfying answer because the time was over. After that, the researcher closes the lesson and left.

### **Field Notes 5**

Meeting 3 of cycle 1 – Song

Thursday, January 16<sup>th</sup> 2014 – 8.00 am

1 x 45'

This was the last meeting of cycle 1 of the study. In the last two meetings, the students had learned some of the suprasegmental features of pronunciation through reading-while-listening activities that used monologues and an audio book. The time had come for different kind of reading-while-listening activities to prevent the students from getting bored. Instead of using a monologue or an audio book all the time, the researcher used a song for the last meeting of cycle 1. This last meeting was intended as a reinforcement of the materials coverage in the previous meeting, especially rhythm. Singing a song can improve pronunciation because a song has predefined thought groups, intonation, stress, and rhythm. One has to pay attention to these features in order to sing a song correctly. The researcher himself finds it easier in learning a new song by paying attention these pronunciation features.

The researcher and his collaborator entered the classroom at 8.00 am with the English teacher already in. The researcher had consulted the English teacher about the lesson plan before and she approved the researcher's plan to use a song. The English teacher then eventually let the researcher start his instruction. The researcher greeted the students and announced that he still had two meetings to go including that day. They were a bit noisy but the researcher did not try to make them quiet. As usual, the researcher displayed some pictures in the screen to help

the students get in the zone. This time, the researcher displayed a picture of a legendary rock band, 'Guns N' Roses'. The researcher asked whether or not the students were already familiar with the band and some of the students responded that they knew the band. When the students were asked about the most popular song of the band, one of the students hesitantly yelled, 'Sweet Child o mine'. After that, the researcher displayed the song's title in the screen as approval that the student was right. Then, the researcher asked the same question for the second time and the students yelled 'sweet child o mine' in unison. One student suddenly asked,

Student : *Maksudnya O itu apa mas?*  
[What does O' stand for?]

Researcher : *Itu of, maksudnya of. Supaya pronunciationnya lebih enak, O' mine, orang sana itu ga terlalu ribet*  
[That's 'of', stands for 'of'. To make the pronunciation easier, they used O mine, English speakers are not that complicated.]

As soon as the researcher played the song, a student tapped his table repeatedly to follow the song's rhythm and another student tried to follow the lyric by singing nanana .... The power of the song's melody seemed to make the students want to sing along. Since the researcher played the song without lyric one of the students asked where the lyric was; and since most of them were already familiar with the song, they tried to sing along the easiest part of the lyric. Although the students were a bit noisy, the researcher could notice that they enjoyed listening to the song.

As the song was ending, the researcher handed out copies of the song's lyric to the students. The lyric was:

She's got a smile that it seems to me  
Reminds me of childhood memories  
Where everything was as fresh as the bright blue sky

Now and then when I see her face  
She takes me away to that special place  
And if I stared too long, I'd probably break down and cry  
Whoa, oh whoa sweet child o' mine  
Whoa, oh whoa sweet love o' mine

She's got eyes of the bluest skies  
As if they, thought of rain  
I'd hate to look into those eyes  
And see an ounce of pain

Her hair reminds me of a warm safe place  
 Where as a child I'd hide  
 And pray for the thunder, and the rain  
 To quietly pass me by  
 Whoa, oh whoa sweet child o' mine  
 Whoa, oh whoa sweet love o' mine

After that, the researcher asked for a volunteer to sing the song and some of the students responded in a kidding manner and pointed one of their friends. When the researcher turned to the student, she kept saying that she can't sing. Because there was no volunteer, the researcher decided to play the song once again and the students agreed with it. The researcher reminded the students about the previous lessons, which were thought groups, word stresses, rhythm, and intonation. He asked them to pay attention to those features as they were listening to the song for the second time.

- Researcher : *atau diputar lagi? Diputar lagi sekali ya!*  
 [How about playing the song again? Let's play the song again, okay!]
- Students : *Ya, (beberapa siswa berteriak ya, menyetujui usul peneliti )*  
 [Yes, (some students yelled, yes, approving the researcher's idea)]
- Researcher: *sekarang kita putar lagi, nanti sambil dilihat seperti apa pemisahan ..., seperti yang kemarin itu, pemisahannya seperti apa, penekanan katanya dimana, supaya ritmenya cocok.*  
 [Now let us play the song once more, pay attention to the thought grouping like what we have learned before, where the location of the stresses are, in order to maintain the rhythm of the song]

When the song had ended, the researcher asked for a volunteer again and finally one student was willing to sing the first three lines of the lyric:

She's got a smile that it seems to me  
 Reminds me of childhood memories  
 Where everything was as fresh as the bright blue sky

The student sang the song hesitantly and haltingly and placed the word stresses improperly. It might be due to the fact that it was the first time for the student to sing the song. The researcher tried to show the students how to sing the song correctly and easily by reminding them to pay attention to the thought groups and stressed words. Suddenly they asked the researcher to sing the lines.

With his terrible voice, the researcher sang those three lines and placed the word stresses properly, and some of the students were clapping hands and laughed. Also, the researcher showed the part of the song that the volunteer sang wrongly. Then, the researcher went on guiding the students in practicing the song part by part.

When the researcher had finished explaining the pronunciation of the first three line of the lyric, he asked the students to practice those lines chorally with his guidance. The researcher was very happy to notice that although the students were noisy, they actually paid attention to the researcher's instruction. And, when the researcher asked all the students to sing the song chorally, they all participated seriously. The result of the choral singing was pretty good. They managed to place the word stresses properly, only small part that needed more attention and practices.

The researcher continued to the next five lines of the song. Those lines were:

Now and then when I see her face  
 She takes me away to that special place  
 And if I stared too long, I'd probably break down and cry  
 Whoa, oh whoa sweet child o' mine  
 Whoa, oh whoa sweet love o' mine

And after that the students sang those lines chorally. This time, however, the pronunciation was harder than the previous three lines. As a result, most of them failed to place the word stresses properly. The researcher pointed the most difficult part and asked them whether or not they faced difficulty in pronouncing that part. The students responded, "Yes". The researcher showed the students how to do it easily by singing that part and they all said, "Oh..." as a sign of understanding.

Researcher : *ada yang merasa keliru di sini? (sambil menunjuk bagian yang paling susah, yaitu kata 'probably')*

[Anyone messed up in this part? (While pointing to the most difficult part, which was the word 'probably')]

Students : Yes (most of them yelled 'yes' together)

A female student: Yes, absolutely.

Researcher : *oke, disini masalahnya karna kalian ngomongnya ['prɒb.ə.bli]. untuk menyesuaikan dengan ritme lagunya, sehingga penyanyi tuh, ['prɒbli]*

[All right, the problem here is that you pronounced it like ['prɒb.ə.bli]. To adjust it with the rhythm of the song, the singer pronounced it like ['prɒbli].

A male student: Ohh...

When the students sang those lines again chorally, the researcher noticed word stress misplacement in the following line:

She takes me away to that special place.

Therefore, the researcher interrupted the students by showing to them that in the thought group 'she takes me away' the stress is on the word 'she' not on 'takes'. After that, the students tried to sing the lines again but most of them still made the same mistakes. The researcher, therefore, played the song again and directly jumped to the difficult part. When the students heard the original pronunciation, one student said, "oh". The researcher asked the students to sing the part again and the result was very good. Now, all of the students were able to get the part right.

The students had not finished practicing the entire lyric of the song when the bell rang. The researcher had to end the lesson and tell the students about the activities for the next meeting. Also, the researcher gave the students a copy of the audio book version of the popular novel, *Twilight*, book 1, along with the written version. The researcher told the students to listen to the audio book while reading the written version.

## Appendix B: Interview Transcript

### Initial Interview Transcript

#### A. The teacher's perspective

1. *Apa pendapat ibu tentang pengajaran pronunciation?* [What do you think about pronunciation teaching?]

*Pertama-tama ketika kita mengajarkan terutama reading ya, dalam bentuk reading [little distraction from a student] jadi untuk pengajaran pronunciation biasanya saya masuk dulu ke reading ya ketika pertama kali yang saya lakukan adalah mengecek anak untuk membaca satu teks seperti itu ...eh saya bedakan satu dua sampai tiga anak, kemudian ada mungkin salah satu atau dua atau tiga kata yang mereka itu kesulitan untuk membacanya atau bahkan untuk membacanya aja ragu. Nah disitu kita main untuk apa ... membenarkan pronunciationnya dan kita langsung cek di sumbernya atau oxford dictionary.*

[The first thing to do is when teaching reading, in form of reading activity. So, as for teaching pronunciation I usually get the students into reading activity and the first thing I do is to have my students read [aloud] a text. I compare the results of three students and there might be two or more words the students feel difficult to read [pronounce] or even they are hesitant to read [pronounce] them. Now, that is where I do something to correct their pronunciation by consulting the Oxford dictionary.]

2. *Apa permasalahan utama dalam mengajarkan pronunciation?* [What it is the main problem when you are teaching pronunciation?]

*Yah..terutama ketika kita itu menghadapi eh ... apa ...eh aksen-aksen yang berbeda, kadang-kadang yang menggunakan di ... apa ... anak menggunakan American mungkin ada yang British dan seperti itu, eh ... bahkan menggunakan aksen jawa juga, kadang seperti itu. Nah jadi ketika anak itu bertanya, kalo membacanya seperti kata-kata em..apa ya..seperti kata apa ... ah ada beberapa kata itu yang kadang-kadang cara membacanya aja udah lain. Nah kita kadang-kadang ya itu kita langsung ke sumbernya, kita langsung ke dictionary dan kita menerangkan bahwa ini menggunakan versi American dan ini British gitu.*

[Especially when we are dealing with different accents, some students use American accent and some others use British accent. In fact, the students sometimes use Javanese accent too. So when the students are asking how to pronounce a word, for example, that with different spelling and pronunciation. In this case we directly consult the dictionary and explain to them which word with American pronunciation and which word with British pronunciation.]



3. *Bagaimana cara ibu mengajarkan pronunciation (teknik)?* [What kind of technique do you use in teaching pronunciation?]

*Iya, sangat efektif sekali mengajar pronunciation menggunakan video ya ... karna kita melihat aslinya walaupun kadang-kadang dari video itu sendiri mereka ngomong terlalu cepat, tetapi kita balik-balik sehingga anak itu jelas.*  
[It is very effective to use video in teaching pronunciation because we can see the original pronunciation although sometimes the pronunciation in the video is too fast. But, as play the video over and over again, the students will eventually understand.]

4. *Bagaimana ibu mengalokasikan waktu untuk mengajar pronunciation?* [How do you allocate time to teach pronunciation?]

*Ya itu tadi, saya mengalokasikan waktunya itu di dalam pembelajaran terutama reading ya ... reading itu ... disana saya main pronunciation kemudian apa ya ... sekalian mengajarkan bagaimana cara membaca yang baik, kemudain juga saya tampilkan vedio-video yang berhubungan dengan itu tapi bukan yang filem yang cepat gitu, tapi lebih video pembelajaran.*  
[I teach pronunciation when I am teaching reading. When teaching reading I took time to teach pronunciation and teach the students how to read well and then I also played videos related to pronunciation but not those with fast pronunciation, but kinds of learning videos.]

5. *Seberapa sering ibu mengajarkan pronunciation?* [How often do you teach pronunciation?]

*Eh ... kalo saya itu sangat relative ya ... kadang-kadang kalo butuh aja, kalo butuh aja dalam artian butuh itu tidak setiap tetapi ketika anak membaca dengan salah otomatis saya benarkan.*  
[It is relative. Sometimes I teach pronunciation only if it is needed. I mean, whenever the students make errors I automatically correct them.]

6. *Apakah ibu mengalokasikan rentang waktu tertentu khusus untuk pronunciation?* [Do you allocate specific period of time for pronunciation teaching?]

*Oh tidak, sangat-sangat tidak ya, jadi kita tergantung kebutuhan, jadi ketika itu memang membutuhkan kita harus cek dengan eh apa vocab eh sorry, dictionary saat itu juga saya tampilkan jadi diselipkan diantara jam-jam tertentu.*  
[No, absolutely not, it depends on the need. So when it is needed, then I will consult the dictionary at that moment. It may be between one period and another.]

## B. The students' perspective

### Agatapetra Liayuda

1. *Menurut anda pronunciation itu apa?* [What do you know about pronunciation?]

*Pronunciation itu bagaimana cara kita membaca mempronounsiasikan kata atau kalimat dalam bahasa inggris atau dalam bahasa manapun sih sebenarnya.*

[Pronunciation is how we pronounce words or sentences in English or in any other languages.]

2. *Kesulitan seperti apa yang anda hadapi ketika ingin mengucapkan sesuatu atau membaca nyaring text dalam bahasa inggris?* [What kind of difficulties do you face when you are trying to say something or reading aloud a text in English?]

*Artikulasi dalam mengucap satu-satu kata dalam bahasa inggrisnya, trus jedanya juga sama bedain apa arti kata yang satu sama yang lain kan kadang kata-katanya itu itu beda tapi cara ngucapinnya mirip-mirip gitu loh, kadang-kadang suka keliru kayak gitu sih kesulitannya.*

[The articulation of English words, the pauses, and how to tell the difference of the articulation of words from each other because sometimes the words' spellings are different but the pronunciations are similar, sometime I make mistake in that situation.]

3. *Pernahkah anda berbicara dengan seorang native speaker bahasa ingris?* [Have you ever spoken to an English native speaker?]

*Kalo sama native speaker belum pernah sih.*

[Never]

4. *Bagaimana menurut anda tentang native speaker ketika berbicara dalam bahasa inggris?* [What do you think of the English native speakers' way of speaking?]

*Ya sebenarnya klo dipikir terlalu cepat sih ya terlalu cepat, tapi cuman kan klo misalnya karna udah sering liat kalo di filem ya jadi terbiasa juga lama-lama.*

[I think they speak too fast, but if we often hear it through watching movies, we will get used to it eventually]

5. *Apa yang anda pelajari dari pelatihan pronunciation tadi?* [What did you learn from the pronunciation training just now?]

*Ya gara-gara latihan tadi ya berguna sih jadi dalam pengucapan suatu kata itu kita bisa tau misalnya kalau yang akhirannya –ed itu tuh harsunya akhirannya pake /d/ atau /t/ sama jedanya juga sama pas kapan kita harus menekankan suatu kata dalam kalimat.*

[It was useful because now I know that the past ending –ed can be pronounced as /d/ or /t/.], the pauses too, and when we should put a stress in a word in a sentence.]

### **Scholastica Asyana Eka Putri Presetio**

1. *Menurut anda pronunciation itu apa?* [What do you know about pronunciation?]

*Pronunciation, teknik pengucapan dalam membaca kata-kata menggunakan bahasa inggris.*

[Pronunciation, the pronunciation technique in reading English words]

2. *Kesulitan seperti apa yang anda hadapi ketika ingin mengucapkan sesuatu atau membaca nyaring text dalam bahasa inggris?* [What kind of difficulties do you face when you are trying to say something or reading aloud a text in English?]

*Kesulitan dalam mengucapkan bahasa inggris itu kalau ada kata-kata asing yang belum pernah saya baca, vocabulary-nya baru, eh lalu apa lagi ya, kalo di depan umum biasa aja kita gugup kan tiba-tiba, ya itu yang bikin lupa cara bacanya nanti, trus klo ngomongnya cepat-cepat nanti keselip-selip lidahnya biasanya.*

[The difficulty in English pronunciation is when I am dealing with words I have never read before, new vocabulary, and also when being in front of the public I may suddenly get nervous and that will make me forget the pronunciation, and then when the delivery is too fast I usually get my tongue slipped.]

3. *Untuk mengatasi kesulitan-kesulitan seperti itu apa yang kamu lakukan?*

*Biasanya kalo abis baca vocab yang baru itu nanti aku baca terus-terusan, trus aku nanya sama orang, yang bener tu cara bacanya gimana? Nanti kalo aku udah denger yang bener aku ualng-ulang terus biar nanti ketanam gitu dipikiran.*

[Usually, after reading new vocabularies I kept reading it over and over again, and then I asked somebody how to pronounce them. When I get the right pronunciation I practice it repeatedly in order to plant it in my memory.]

4. *Pernahkah anda berbicara dengan seorang native speaker bahasa inggris?* [Have you ever spoken to an English native speaker?]

*Sering, soalnya rumahku kadang-kadang jadi kayak apa yah, mamaku guru bahasa belanda jadi banyak murid yang sering nginap di rumahku dan karna aku ga bisa ngomong bahasa belanda fluent jadi pake bahasa inggris. Trus aku itu juga kan masuk di AFS, itu banyak temen-temen dari bule yang datang ke Indonesia, aku sering nemenin mereka, yai itu pakai bahasa inggris juga.*

[I often speak with native speakers because my mother is a Dutch teacher so many foreign students stay at my house sometimes and since I cannot speak Dutch fluently I have to speak in English with them. Also, I am a member of AFS intercultural program so I often accompany many foreigners visiting Indonesia and in I use English to communicate with them.]

5. *Pernahkah anda mengalami situasi ketika native speaker tidak bisa menangkap maksud anda ketika anda bicara dengan mereka?* [have you ever experienced a situation where a native speaker could not understand you?]

*Pernah ga ya? Ya pernah, mestinya pernah, tapi klo aku lebih sering aku bakal jawabnya lama karna biasanya tuh piye yo, jawabnya tuh kita ngomong ke dia bakal mikir dulu kan biasanya, nah itu aku nyusun-nyusun kata-kata dulu di otak, biasanya itu yang bikin lama sih.*

[Yeah, I think I have, I must have had that experience, but mostly I face difficulty when speaking to them because, you know, I normally need time to think before I speak to them. I need to plan the words in my head first and that sometime takes time.]

6. *Bagaimana menurut anda tentang native speaker ketika berbicara dalam bahasa inggris?* [What do you think of the English native speakers' way of speaking?]

*Pronunciation tiap orang kan beda-beda, terutama mereka kan dari daerah yang beda sama kita jadi ya kalo dari aku, aku kadang-kadang sulit juga untuk langsung ngerti karna kan aku kebiasaan denger dengan yang berbahasa Indonesia dengan dialek setempat. Sementara diasana mereka menggunakan bahasa inggris, dialeknya pun dialek sana jadi, apalagi kalo mereka ngomong juga cepat kaya kita bahasa Indonesia cepat, jadi ya itu kadang yang bikin rada susah sih sebenarnya. Tapi kan aku juga tidak bisa meniali pronunciation mereka, karna kan beda-beda.*

[People have different pronunciation from each other, especially for those who come from different place, so for me, sometimes it is difficult to quickly understand (when listening to native speakers) because I am used to listening to Indonesian language with the local dialect. Meanwhile, the native speakers speak English with their own dialect, not to mention them speaking very fast like we do in Indonesian language. So it is sometime troublesome. However, I cannot judge their pronunciation because they are different from each other.]

7. *Apa yang ada pelajari dari pelatihan pronunciation tadi?* [What did you learn from the pronunciation training just now?]

*Pasti aku belajar banyak hal dari tadi, untuk bacanya, kan aku tuh klo ngomong cepat, jadi tadi kan dibilang untuk ngasi spasi-spasi biar jelas ya klo ngomong biar ga kecepatan juga, trus apa lagi yah, oh yah untuk beberapa ada yang aku, oh ternyata bacanya kayak gitu toh, berarti selama ini aku salah. Jadi ada yang untuk beberapa yang untuk aku bias benerin biar aku ga salah lagi.*

[I learned many things, for sure. As for the reading aloud, you know, I speak rather fast so I have to make thought groups in order that I can speak clearly and not so fast. I also learned that my pronunciations for some words were wrong. So I have corrected some of my pronunciation errors to avoid mistakes in the next time.]

### **Ika prianti**

1. *Menurut anda pronunciation itu apa?* [What do you know about pronunciation?]

*Pengucapan, cara pengucapan.*

[Pronunciation, how to pronounce.]

2. *Kesulitan seperti apa yang anda hadapi ketika ingin mengucapkan sesuatu atau membaca nyaring text dalam bahasa inggris?* [What kind of difficulties do you face when you are trying to say something or reading aloud a text in English?]

*Kadang tuh ga tau cara bacanya trus ribet ... gitu lidahnya.*

[Sometimes, I don't know the pronunciation and it is complicated, it's like my tongue got jammed.]

3. *Pernahkan anda berbicara dengan seorang native speaker bahasa ingris?* [Have you ever spoken to an English native speaker?]

*Belum.*

[Never]

4. *Bagaimana menurut anda tentang native speaker ketika berbicara dalam bahasa inggris?* [What do you think of the English native speakers' way of speaking?]

*Menurut saya itu cepet, klo ngomong itu cepet, trus agak ngak jelas tapi kadang ya bisa ngerti dikit-dikit.*

[I think they speak very fast and it is rather unclear but I can understand them sometime.]

6. *Apa yang anda pelajari dari pelatihan pronunciation tadi?* [What did you learn from the pronunciation training just now?]

*Jadi tau, lebih sedikit tau tentang yang belum tau yang dulu klo ngomong itu ternyata ada kata yang dipentingkan yang difokuskan, kayak gitu. Dulunya gak tau, trus ada jeda-jedanya itu dulu gak tau tadi tau.*

[I know little more about what I did not know before, that when speaking in English there are words that are considered important and should be stressed. I do not know it until now, and the pauses to, I did not know it before but now I know.]

### **Yashinta Rika**

1. *Menurut anda pronunciation itu apa?* [What do you know about pronunciation?]

*Sebelumnya ga pernah tau.*

[I have never heard it before]

2. *Kesulitan seperti apa yang anda hadapi ketika ingin mengucapkan sesuatu atau membaca nyaring text dalam bahasa inggris?* [What kind of difficulties do you face when you are trying to say something or reading aloud a text in English?]

*Ga tau ngomongnya gimana.*

[I do not know the pronunciation]

3. *Pernahkah anda berbicara dengan seorang native speaker bahasa inggris?* [Have you ever spoken to an English native speaker?]

*Belum.*

[Never]

4. *Bagaimana menurut anda tentang native speaker ketika berbicara dalam bahasa inggris, yang biasa anda lihat di film?* [What do you think of the English native speakers' way of speaking that you often see in the movies?]

*Tergantung filemnya sih sebenarnya sama orang-orangnya, ada yang ngomongnya itu cepet, trus vocabnya tuh aku belum ngerti banyak gitu.*

[It depends on the movie and the actors, some speak fast and the vocabularies are new]

5. *Apa yang anda dapatkan dari pelatihan pronunciation tadi?* [What did you learn from the pronunciation training just now?]

*Lebih tau penjedaan klo ngomong bahasa inggris, penekanannya juga.*

[I learned about pauses when speaking in English, and the stress placing too.]

## Final Interview Transcript

### The English teacher's perspective

1. *Apa pendapat ibu dengan teknik pengajaran pronunciation yang diterapkan oleh peneliti?* [What do you think of the pronunciation teaching technique used by the researcher?]

*Itu metode yang sangat bagus karna apa, dengan seperti itu siswa jadi tau bagaimana cara membaca yang bagus.*

[It is a very good method because with that method the students finally understand how to pronounce well.]

2. *Dalam pengajaran pronunciation kemarin, peneliti lebih fokus pada elemen-elemen pronunciation dalam level suprasegmental, misalnya, penekanan kata, ritme, dan intonasi. Apa pendapat ibu tentang hal tersebut?* [In the pronunciation teaching during the study, the researcher focused more on the suprasegmental level such as word stress, rhythm, and intonation. What is your opinion about that?]

*Yah udah cukup saya kira, udah cukup karna untuk ..., masih taraf SMA ya dalam artian untuk penekanan kata dalam ..., tidak per kata karna kalau ketika per kata memang kelihatan sekali nanti A salah B, salah di C, tapi ketika secara global gitu, yah ketika ada salah sedikit mungkin ..., skarang masih SMA jadi ga masalah bagi saya, udah cukup bagus.*

[I think it was pretty good because the senior high school level, I mean, as for the word stress in the ..., not per word because when it is per word it will be very clear which part is wrong but when using global approach like that, when there is a little mistake it might ..., now they are only senior high school students so it is no problem for me. I think it is pretty good.]

3. *Bagaimana pendapat ibu tentang penggunaan audio book pada pengajaran pronunciation?* [What do you think about the use of audio book in pronunciation teaching?]

*Iya, udah bagus ya, menurut saya ketika audio sudah ada dan sebagainya kemudian cara membaca huruf-hurufnya, jadi hurufnya itu ditambahkan aja, oh kalau kayak gini, ini dibaca seperti ini, sebenarnya dikasi gitu aja ga masalah, udah bagus.*

[Yeah, I think it is pretty good, I think, when there is an audio feature, and then there is instruction on how to read the letters, so you just need to add to the letters the instruction on how to read them. Actually, just put it that way will be fine, pretty good.]

4. *Apakah ibu melihat ada perkembangan pada kemampuan pronunciation siswa setelah penelitian tindakan selesai?* [Did you observe any improvement on the students' pronunciation skill after the action research is done?]

*Ya sangat, saya kira ketika awalnya mas dulu menyuruh seseorang dia masih meraba-raba dalam artian belum pede tapi ketika dengan metode ini sehingga ya sangat meningkat, siswa lebih pede daripada sebelumnya.*

[Absolutely, I think when the first time you asked for a volunteer, he/she was still hesitant or not confident but with this method there is improvement, the students are more confident than they were before.]

5. *Bagaimana pendapat ibu tentang penggunaan lagu pada pembelajaran pronunciation?* [What do you think about the use of song in teaching pronunciation]

*Iya, saya juga mengajarkan seperti ini, itu sambil kita temukan kata-kata yang baru ..., mungkin ada pronunciation satu, dua yang mungkin (masih susah) itu kita ulang-ulang lagi.*

[Yes, I do that too, while we learn new words ..., there might be one or two difficult pronunciation, we practice the pronunciation repeatedly.]

6. *Kriteria lagu seperti apa yang biasanya ibu pakai?* [What kind of songs do you usually use in teaching?]

*Sya cenderung ..., kadang-kadang mengikuti siswa karna ketika kita menggunakan lagu kita dan mereka ngga familiar itu mereka dengan ..., gitu ya, tetapi ketika kita mengikuti lagu-lagu siswa biasanya siswa lebih interest.*

[I tend to ..., sometimes it depends on the students' preference because when we use our songs and they are not familiar with it ..., but if use the students' songs they will usually be interested.]

.

## **The students' perspective**

### **Agatapetra Liayudya**

1. *Setelah mengikuti training pronunciation selama 4 kali pertemuan, apa pendapat anda tentang metode pengajaran pronunciation yang dipakai oleh peneliti?* [After going through the pronunciation training for four meetings, what do you think about the pronunciation teaching method used by the researcher?]

*Ya menarik sih semuanya apalagi kalo yang dengerin langsung dari lagu. Itu kan jadi ..., soalnya kalo kita dengar sendiri dari orang luar yang memprononsiasikan kata itu sebagaimana seharusnya dibicarakan,*



*diucapkan. Jadi ya kalo aku sih suka yang itu. Tapi yang lainnya juga bagus.*

[It is interesting actually, especially when listening to the pronunciation directly from the song. Because, when we listen to the native speakers pronouncing words as how they are supposed to be pronounced. So, to me, I like that part. But, the other technique is good too.]

2. *Pengetahuan apa saja yang anda dapatkan dari pelatihan pronunciation tersebut diatas? [What lessons did you get from the pronunciation teaching?]*

*Yang masih keingat kemarin sih membaca narrative text yang snow white itu. Itu ya keingat aja cara bacanya tiap apa namanya ..., kan sebelumnya juga kan dikasih contoh dulu baca ..., tiap per kata itu harusnya tandanya kayak gimana, trus tiap kata-kata itu bacanya mirip tapi artinya beda itu juga gimana, trus masih ingat sama yang waktu baca langsung text yang di depan itu yang 'Mr. Huntington', trus ada jedanya, trus yang warna kuning yang lebih ditekankan, penekanan kata-katanya.*

[I still remember the activity of reading narrative text entitled 'Snow White'. I just remember the pronunciation of each ..., you know, we already practiced before, how we should mark every word, and then there are some words with the same pronunciation but different meaning, and also I still remember when we had to read aloud the text 'Mr. Huntington' in front of the class, then the pauses, the words with yellow highlight which should be stressed.]

3. *Dalam pelatihan pronunciation tersebut, teknik yang digunakan adalah mendengar sambil membaca teks yang sama, bagaimana pendapat anda dengan teknik tersebut? [In the pronunciation mentioned above, the technique the researcher used was listening-while-reading, what is your comment about that technique?]*

*Ya bagus ya, jadi selain kita dengerlangsung kita juga sasmbil baca. Jadi selain kita tau cara ngomong yang bener gimana kita juga tau tulisannya itu, kayak gitu.*

[I think it is good, so while we are listening we also read the text at the same time. So, besides we know how to pronounce well we also know the spelling]

4. *Yang mana yang anda lebih suka membaca sebuah novel atau teks lain dengan sambil mendengarkan audio yang dibacakan oleh native speaker atau tanpa audio? Jelaskan pilihan anda. [Which one do you prefer, reading a novel while listening to the audio version read by a native speaker or reading a novel without listening to the audio version?]*

*Jadi, kadang kan kalo misalnya kita baca novel kayak gitu dibaca sendiri apalagi kalo misalnya bahasanya tuh bukan bahasa kita, bahasa luar gitu. Trus, jadinya kita baca ya baca aja tapi kita ngga tau cara bacanya yang bener itu gimana. Trus kita juga kalo ada audionya gitu juga kayaknya lebih menarik sih.*

[Well, sometimes when we read a novel we do it without listening to the audio, and the language is not our language. So when we read it we just do it without knowing the correct pronunciation. So when the novel has and audio, it could be interesting.]

5. *Apa pendapat anda mengenai belajar pronunciation dari sebuah lagu?*  
[What is your opinion about learning pronunciation by using songs?]

*Kalo aku sendiri sih belajar, apa, belajar pronunciation yang bener, belajar cara ngomong kata-kata yang bener itu juga kebanyakan dari lagu-lagu luar sih, jadinya juga lumayan belajar juga sih dari situ. Itu emang menurutku melatih banget sih, apalagi kemarin kan lebih spesifik belajarnya, satu lagu tapi kata-katanya tuh bener-bener dipelajari, sebenarnya cara ngomongnya kayak gini. Ini harusnya kata yang ini jedanya seperti ini.*

[In my opinion, with song, we can learn the correct pronunciation. I learn how to pronounce words correctly mostly from foreign songs. As a result I learn pretty much from those songs. I think it can train us well, especially, in that day we learned through song in more detailed way. There was only one song but the pronunciation of every word could be effectively learned, that the pronunciation is like this. How the thought grouping should be like.]

6. *Berdasarkan pelatihan pronunciation yang telah anda dapatkan, apa yang sebaiknya anda lakukan agar lebih mudah dan lancar dalam membaca nyaring sebuah teks?* [Based on the pronunciation training that you had had, what do you think you should do in order to read aloud a text easily?]

*Dibaca dulu trus dipahami dulu, dilihat kira-kira bagian mana yang kita harus kasih jeda trus bagian mana yang harus ditekankan, biar bacanya juga bener.*

[I will read the text first and then try to understand where I should put the pause and which part should be stressed in order to pronounce it correctly.]

7. *Bagaimana peningkatan pronunciation anda setelah mendapatkan pelatihan pronunciation tersebut diatas?* [How is the improvement of your pronunciation after the pronunciation training?]

*Ada sih kalo misalnya kemarin bener-bener niat juga, apa, melaksanakan kegiatannya itu pasti kerasa manfaatnya. Jadi dalam membaca text tuh*

*jangan asal baca, trus biar klo di dalam text itu juga ada isinya penting atau sebuah cerita, itu juga bisa tersampaikan dengan lebih baik kalo kita tau cara bacanya.*

[I think I have learned a little. If I was serious enough to participate in the activity, I am sure I would have seen the benefit. I learned that in reading a text aloud we cannot just read I, also we can effectively communicate the content of the text if we know how to pronounce it.]

### **Angelina Sandi**

1. *Setelah mengikuti training pronunciation selama 4 kali pertemuan, apa pendapat anda tentang metode pengajaran pronunciation yang dipakai oleh peneliti? [After going through the pronunciation training for four meetings, what do you think about the pronunciation teaching method used by the researcher?]*

*Udah lumayan kok, lebih ngerti sih, apa, gimana cara bacanya, cara penekanan. Kalo aku bisa lebih ngerti.*

[I think the teaching method was pretty good, I could understand much more about pronunciation, how to put the stress. It pretty good for me]

2. *Pengetahuan apa saja yang anda dapatkan dari pelatihan pronunciation tersebut diatas? [What lessons did you get from the pronunciation teaching?]*

*Tau cara membaca orang luar tuh gimana. Maksudnya bahasa inggris cara bacanya, yang penekanan itu gimana, trus ya itu, lebih bias baca, trus bagian kayak yang pake -ed yang menandakan klo itu verb 2 gitu loh, nah itu bias ngerti.*

[Knowing how the native speaker pronounce their language, I mean English pronunciation, how to put the stress, and then I can pronounce quite well. Also, the past tense ending -ed, I could understand the pronunciation.]

3. *Dalam pelatihan pronunciation tersebut, teknik yang digunakan adalah mendengar sambil membaca teks yang sama, bagaimana pendapat anda dengan teknik tersebut? [In the pronunciation mentioned above, the technique the researcher used was listening-while-reading, what is your comment about that technique?]*

*Enak, soalnya aku tau sambil baca, kan aku emang suka baca novel pake bahasa inggris, Cuma ngga tau caranya, ini yang bener atau ngga.*

[It is interesting, I can learn while reading and also I do enjoy reading English novel. Only I did not know which one is the correct pronunciation.]

4. *Yang mana yang anda lebih suka membaca sebuah novel atau teks lain dengan sambil mendengarkan audio yang dibacakan oleh native speaker atau tanpa audio? Jelaskan pilihan anda.* [Which one do you prefer, reading a novel while listening to the audio version read by a native speaker or reading a novel without listening to the audio version?]

*Pake audio.*

[I prefer the one with audio]

5. *Apa pendapat anda mengenai belajar pronunciation dari sebuah lagu?* [What is your opinion about learning pronunciation by using songs?]

*Menurut saya sangat menyenangkan.*

[I think it is fun]

6. *Berdasarkan pelatihan pronunciation yang telah anda dapatkan, apa yang sebaiknya anda lakukan agar lebih mudah dan lancar dalam membaca nyaring sebuah teks?* [Based on the pronunciation training that you had had, what do you think you should do in order to read aloud a text easily?]

*Kalo aku dikasi koma-koma gitu sih sama digaris bawah klo kata itu susah.*

[I would use commas and underline the difficult pronunciation]

7. *Bagaimana peningkatan pronunciation anda setelah mendapatkan pelatihan pronunciation tersebut diatas?* [How is the improvement of you pronunciation after the pronunciation training?]

*Ada. Cara membaca itu, verb 2 yang pake -ed,*

[I think my pronunciation has improved a little, especially how to pronounce the past ending -ed]

### **Ika aprianti**

1. *Setelah mengikuti training pronunciation selama 4 kali pertemuan, apa pendapat anda tentang metode pengajaran pronunciation yang dipakai oleh peneliti?* [After going through the pronunciation training for four meetings, what do you think about the pronunciation teaching method used by the researcher?]

*Menurutku sih enak, jadi bisa lebih ngerti. Ya lebih jelas, ternyata itu kalo ngomong tuh ada jeda-jedanya, trus ada penekanannya tuh tergantung kalimatnya.*

[I think it was interesting, I learned much more that when speaking in English, we have to pay attention to the pauses, the stresses which depend on the sentence.]

2. *Pengetahuan apa saja yang anda dapatkan dari pelatihan pronunciation tersebut diatas? [What lessons did you get from the pronunciation teaching?]*

*Ya itu, jeda-jeda sama penekanan, sama kalo yang C itu loh mas yang klo bilang car itu kayak ada h-nya. Kayak gitu loh.*  
[especially the pauses and the stresses, and also the aspirated sound, for example the word 'car']

3. *Dalam pelatihan pronunciation tersebut, teknik yang digunakan adalah mendengar sambil membaca teks yang sama, bagaimana pendapat anda dengan teknik tersebut? [In the pronunciation mentioned above, the technique the researcher used was listening-while-reading, what is your comment about that technique?]*

*Menurutku sih lebih menarik daripada kalo dikasi tau harus kayak gini-kayak gini, soalnya kan kita denger sendiri, jadi lebih jelas, lebih nyantol.*  
[I think it is more interesting than practicing by following the rigid rules of pronunciation. Because when we listen directly to the native speaker, it is easier, and memorable.]

4. *Yang mana yang anda lebih suka membaca sebuah novel atau teks lain dengan sambil mendengarkan audio yang dibacakan oleh native speaker atau tanpa audio? Jelaskan pilihan anda. [Which one do you prefer, reading a novel while listening to the audio version read by a native speaker or reading a novel without listening to the audio version?]*

*Yah lebih menarik daripada baca doang.*  
[It is more interesting than just reading without listening to the audio.]

5. *Apa pendapat anda mengenai belajar pronunciation dari sebuah lagu? [What is your opinion about learning pronunciation by using songs?]*

*Ya itu asik banget.*  
[It was really fun]

6. *Berdasarkan pelatihan pronunciation yang telah anda dapatkan, apa yang sebaiknya anda lakukan agar lebih mudah dan lancar dalam membaca nyaring sebuah teks? [Based on the pronunciation training that you had had, what do you think you should do in order to read aloud a text easily?]*

*Diedit. Dikasi warna gitu yang dikasi penekanan, trus dikasi jeda-jeda, dispasi yang lebih banyak gitu.*

[It should be edited first like giving highlight on the stressed words and make longer space between thought groups.]

7. *Bagaimana peningkatan pronunciation anda setelah mendapatkan pelatihan pronunciation tersebut diatas?* [How is the improvement of you pronunciation after the pronunciation training?]

*Klo peningkatan sih mungkin lebih ke pengetahuan ya soalnya, kalo praktek itu belum.*

[The improvement is on the aspect of the knowledge about pronunciation, but in terms of skill, not yet.]

### **Nuriana S**

1. *Setelah mengikuti training pronunciation selama 4 kali pertemuan, apa pendapat anda tentang metode pengajaran pronunciation yang dipakai oleh peneliti?* [After going through the pronunciation training for four meetings, what do you think about the pronunciation teaching method used by the researcher?]

*Lebih efektif, lebih asik ..., kalo kayak lagu kan jadi lebih apa ya, jadi lebih enjoy, lebih enak gitu belajarnya. Bagus sih.*

[It is more effective, more interesting. With songs, for example, it is more enjoyable, the learning is fun. I think it is good.]

2. *Pengetahuan apa saja yang anda dapatkan dari pelatihan pronunciation tersebut diatas?* [What lessons did you get from the pronunciation teaching?]

*Ya ini sih, cara motong-motong kalimatnya gimana, ngomongnya kayak gimana, trus dalam tiap potong-potongan itu ada penekanannya.*

[Especially on how to split sentences into thought groups, the pronunciation, and that in each thought group there is a stressed word.]

3. *Dalam pelatihan pronunciation tersebut, teknik yang digunakan adalah mendengar sambil membaca teks yang sama, bagaimana pendapat anda dengan teknik tersebut?* [In the pronunciation mentioned above, the technique the researcher used was listening-while-reading, what is your comment about that technique?]

*Jadi bisa membandingin sih mas, teksnya kayak gini, tulisannya kayak gini, bacanya kayak gini.*

[I could see the relationship between the text, the spelling, and the pronunciation]

4. *Apa pendapat anda mengenai belajar pronunciation dari sebuah lagu?*  
[What is your opinion about learning pronunciation by using songs?]

*Asik, kan mam Ismi juga sering kayak gitu, tapi lagunya tuh harusnya yang lebih kita gitu, jadi lebih semangat.*

[It is fun, Mrs. Ismi often uses songs too, but the songs should be those we are familiar with, so we are more motivated]

5. *Berdasarkan pelatihan pronunciation yang telah anda dapatkan, apa yang sebaiknya anda lakukan agar lebih mudah dan lancar dalam membaca nyaring sebuah teks?* [Based on the pronunciation training that you had had, what do you think you should do in order to read aloud a text easily?]

*Ditandain pemisahannya, trus penekanannya ditandain.*

[Giving clear spaces between thought groups, and the stressed words are highlighted.]

6. *Bagaimana peningkatan pronunciation anda setelah mendapatkan pelatihan pronunciation tersebut diatas?* [How is the improvement of you pronunciation after the pronunciation training?]

*Dari segi pengetahuan si iya, kalo prakteknya, ga tau juga, ga bisa bandingin.*

[In terms of knowledge, I there is little improvement, but in terms of skill, I am not really sure.]

### **Rifqie Zullian**

1. *Setelah mengikuti training pronunciation selama 4 kali pertemuan, apa pendapat anda tentang metode pengajaran pronunciation yang dipakai oleh peneliti?* [After going through the pronunciation training for four meetings, what do you think about the pronunciation teaching method used by the researcher?]

*Mungkin menarik tapi klo dalam suatu pembelajaran itu, klo monoton jadi kayak, hari ini mendengarkan dan mendengarkan terus, mungkin yang didepan, itu mungkin terfokus pada responden, tapi yang lain merasa diabaikan, jadi mungkin kelasnya jadi lebih ramai dari sebelumnya.*

[It might have been interesting but if the activity is monotonous, for example doing listening all the time. When you focus only on certain students, the other students would feel abandoned and the class would be noisy.]

2. *Pengetahuan apa saja yang anda dapatkan dari pelatihan pronunciation tersebut diatas?* [What lessons did you get from the pronunciation teaching?]

*Kalo pribadi yang saya dapatkan itu kayak ada penjedaannya, itu dimana. Tapi dulu saya juga pernah merasakan sih, tapi selama saya bilang itu jadi jelas loh sebenarnya ada teknik seperti itu, saya pikir itu cuman perasaan saya aja, tapi ternyata memang ada.*

[I learned about the thought groups. Actually, I once thought that this aspect of pronunciation was there. And now I know that it does exist.]

3. *Dalam pelatihan pronunciation tersebut, teknik yang digunakan adalah mendengar sambil membaca teks yang sama, bagaimana pendapat anda dengan teknik tersebut?* [In the pronunciation mentioned above, the technique the researcher used was listening-while-reading, what is your comment about that technique?]

*Itu bagus banget soalnya gini kita ga Cuma menggunakan satu indra dari tubuh kita yang diberikan oleh tuhan tapi kita menggunakan telinga, mulut, kepala kita untuk berfikir untuk menirukan apa yang ada gitu loh.* [It was very good because we actually more than one senses.]

4. *Yang mana yang anda lebih suka membaca sebuah novel atau teks lain dengan sambil mendengarkan audio yang dibacakan oleh native speaker atau tanpa audio? Jelaskan pilihan anda.* [Which one do you prefer, reading a novel while listening to the audio version read by a native speaker or reading a novel without listening to the audio version?]

*Saya mending baca langsung tanpa audio.*

[I prefer reading without listening to the audio.]

5. *Bagaimana peningkatan pronunciation anda setelah mendapatkan pelatihan pronunciation tersebut diatas?* [How is the improvement of you pronunciation after the pronunciation training?]

*Buat saya pribadi tu ada tapi sedikit soalnya gimana ya ga terlalu banyak waktunya.*

[To me there is only a little improvement because the time was limited]

### **Salma Fitri Kusumastuti**

1. *Setelah mengikuti training pronunciation selama 4 kali pertemuan, apa pendapat anda tentang metode pengajaran pronunciation yang dipakai oleh peneliti?* [After going through the pronunciation training for four meetings, what do you think about the pronunciation teaching method used by the researcher?]



*Kalau menurut saya sih sudah bagus, Cuma mungkin masih butuh lebih interactive lagi.*

[I think it is pretty good, but more interactive activities are needed too]

2. *Pengetahuan apa saja yang anda dapatkan dari pelatihan pronunciation tersebut diatas? [What lessons did you get from the pronunciation teaching?]*

*Kita lebih tau jadi sebenarnya kita kalau bicara dalam bahasa inggris itu ngga perlu harus lancer sekali yang penting itu punya penekanan yang jelas kayak gitu.*

[We learned that when speaking in English there is no need to speak fast as long as we place the stresses properly.]

3. *Dalam pelatihan pronunciation tersebut, teknik yang digunakan adalah mendengar sambil membaca teks yang sama, bagaimana pendapat anda dengan teknik tersebut? [In the pronunciation mentioned above, the technique the researcher used was listening-while-reading, what is your comment about that technique?]*

*Dengar sambil baca teks itu lebih masuk karna jadi benar-bener jelas.*

[Doing listening-while-reading is more understandable because it became really clear.]

4. *Yang mana yang anda lebih suka membaca sebuah novel atau teks lain dengan sambil mendengarkan audio yang dibacakan oleh native speaker atau tanpa audio? Jelaskan pilihan anda. [Which one do you prefer, reading a novel while listening to the audio version read by a native speaker or reading a novel without listening to the audio version?]*

*Sukanya yang langsung baca.*

[I prefer reading without the audio]

5. *Apa pendapat anda mengenai belajar pronunciation dari sebuah lagu? [What is your opinion about learning pronunciation by using songs?]*

6. *Bagaimana peningkatan pronunciation anda setelah mendapatkan pelatihan pronunciation tersebut diatas? [How is the improvement of you pronunciation after the pronunciation training?]*

*Yang mungkin sih sedikit sih mas karna kan baru awal belajar juga. Mungkin beberapa kali lagi baru bisa meningkat lagi.*

[Yeah, may be a little because it is the first time I learn it. Perhaps with more meetings the improvement will increase.]

### Satrio Bagus Panuntun

1. *Setelah mengikuti training pronunciation selama 4 kali pertemuan, apa pendapat anda tentang metode pengajaran pronunciation yang dipakai oleh peneliti?* [After going through the pronunciation training for four meetings, what do you think about the pronunciation teaching method used by the researcher?]

*Menurut saya udah cukup lumayan baik, tetapi ada satu yang mungkin kurang di saya itu cara penyampaiannya kurang merata mas, jadi Cuma dibagian sebelah utara saja, trus masnya jarang main yang ke selatan, karna yang diselatan itu kan biasanya cowo-cowo, itu kalo dalam segi belajar itu kan pokoknya kurang merata.*

[I think it was good enough, but the only problem was the class management. You did not pay attention to all of the students]

2. *Pengetahuan apa saja yang anda dapatkan dari pelatihan pronunciation tersebut diatas?* [What lessons did you get from the pronunciation teaching?]

*Yang saya ingat itu nyanyi sweet child o mine, itu kan ada penjedaan kata dan kata yang ditekankan. Yang nyanyi bareng kan semuanya bareng-bareng nyanyi ya itu yang paling saya rasakan disitu.*

[The most memorable lesson was when singing the song 'Sweet Child O Mine', I learned about thought groups, and the stressed words. The choral singing was the most enjoyable.]

3. *Dalam pelatihan pronunciation tersebut, teknik yang digunakan adalah mendengar sambil membaca teks yang sama, bagaimana pendapat anda dengan teknik tersebut?* [In the pronunciation mentioned above, the technique the researcher used was listening-while-reading, what is your comment about that technique?]

*Kadang yang menurut kita yang sudah pas dari dulu tu ternyata kalo yang diucapkan orang asing itu beda.*

[I learned that my understanding of pronunciation before was not what it supposed to be.]

4. *Yang mana yang anda lebih suka membaca sebuah novel atau teks lain dengan sambil mendengarkan audio yang dibacakan oleh native speaker atau tanpa audio? Jelaskan pilihan anda.* [Which one do you prefer, reading a novel while listening to the audio version read by a native speaker or reading a novel without listening to the audio version?]

*Menurut saya ya lumayan menarik itu mas pake audio, kayak yang kemarin kan kita kayak nyanyi trus kita juga baca gitu.*

[I think it is pretty interesting to read a novel with audio, like when we were singing while reading the lyric.]

5. *Apa pendapat anda mengenai belajar pronunciation dari sebuah lagu?*  
[What is your opinion about learning pronunciation by using songs?]

*Ya lebih mudah, kalo bisa ya terus kayak gitu aja mas.*  
[It was easier to learn pronunciation by using song]

6. *Bagaimana peningkatan pronunciation anda setelah mendapatkan pelatihan pronunciation tersebut diatas?* [How is the improvement of you pronunciation after the pronunciation training?]

*Ada.*  
[I think yes, a little.]

# **Appendix C**

## **Course Grid**

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## **Lesson Plan**

### COURSE GRID

**School** : SMA Negeri 8 Yogyakarta  
**Grade** : XI  
**Semester** : 1/2  
**Subject** : English  
**Skill** : Speaking – Pronunciation

Cycle	Standard of Competency	Basic Competency	Indicators	Learning Materials		Teaching and Learning Activities
				Pronunciation	example	
Cycle 1, meeting 1-3	Speaking: 3 <i>Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.</i>	Speaking: 3.1 <i>Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima</i>	<ul style="list-style-type: none"> <li>The students are able to recognize and understand thought groups, word stresses, rhythms, and intonation in a spoken English discourse they are listening to.</li> <li>The students are able to correctly</li> </ul>	a. Thought groups b. Focus word c. Word stress d. Rhythm e. Intonation f. Pauses between thought groups g. The aspirated sounds h. The silent consonants i. Reduced consonant sounds j. schwa	a. One day, / Mr. Huntington got home late / and two policemen accompanied him. b. One as in 'one day', two as in 'and two policemen accompanied him' c. One as in 'one day', two as in 'and two policemen accompanied him' d. Dogs chase cats The dogs chase cats	Meeting 1 1. The researcher gives a brief explanation about pronunciation 2. The students are asked to listen to a recording of a native speaker reading aloud the text entitled 'The Smart Mr. Huntington and at the same time read the written version of the text in the LCD screen. 3. The researcher explains how to pronounce the text correctly by breaking

		<p><i>dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure.</i></p>	<p>place the word stress within a thought group.</p> <ul style="list-style-type: none"> <li>The students are able to properly apply the rhythm based on the thought group, for example, “how do you spell <b>easy</b>”.</li> </ul> <p>The highlighted word is the stressed word therefore it receives longer beat than the preceding four words.</p> <ul style="list-style-type: none"> <li>The students</li> </ul>	<p>k. Pronunciation of the past ending –ed</p> <p>l. Linking</p>	<p>The <b>dogs chase</b> the <b>cats</b>  The <b>dogs</b> will <b>chase</b> the <b>cats</b>  The <b>dog</b> will be <b>chasing</b> the <b>cats</b></p> <p>e. Falling intonation at the end of the thought group ‘<b>one day</b>’</p> <p>f. The little pause between the thought groups ‘<b>one day</b>’ and ‘<b>Mr. Huntington got home late</b>’</p> <p>g. /p/, /k/, and /t/</p> <p>h. The consonant sound /k/ in <b>knocking</b>, /gh/ in <b>eight</b></p> <p>i. /im/, /em/ as in him and them respectively</p> <p>j. The schwa /ə/ as in /pə'li:s.mən/</p> <p>k. /id/, /d/, or /t/</p> <p>l. <b>He leaves</b> <u>at</u></p>	<p>the text into thought groups and picking one word from each thought group as the focus word which receives stress. While he is explaining the pronunciation of the text per thought group he asks the students to practice pronouncing each thought group in the text chorally with the researcher’s guide. Per word pronunciation is only addressed when the students encounter difficult pronunciation.</p> <p>4. The researcher asks the students to ask question about the lesson they have just got.</p> <p>5. The students read aloud the entire text chorally for the last</p>
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			<p>are able to recognize the falling intonation at the end of a thought group which is followed by a little pause.</p> <ul style="list-style-type: none"> <li>• The students are able to divide a text based on its thought groups and give highlight on the stressed words</li> </ul>		<p>time.</p> <p>Meeting 2</p> <p>6. The students do a reading-while-listening activity. In this activity, students listen to a recording of two native speakers, a man and a woman, telling about the biography of Albert Einstein. At the same time the students also read the written version of the biography. The written biography is projected to the LCD screen so that all of the students can see the text clearly.</p> <p>7. After the reading-while-listening activity is over the researcher has the student do word stress drilling through choral</p>
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						<p>repetition with the researcher's guide. This activity is done by projecting a list of words to the LCD screen. These words have been highlighted based on the stressed syllables to make clear their position in each word, except for the one-syllabic words. To avoid drifting away from the context of the text, those words are especially taken from the text being used, all of which are the ones that receive stresses.</p> <p>8. Next, the students read aloud chorally another list of words. But, these words have not been highlighted. The students have to guess the location of the words. The</p>
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						<p>researcher uses Kazoo, a musical instrument which is played by humming into it to make sound, to clearly show the clarity of the stressed vocal sound in one syllable.</p> <p>9. The researcher introduces the students about rhythm in relation to stress by showing them a series of sentences, like as follows:</p> <p>Dogs chase cats  The dogs chase cats  The dogs chase the cats  The dogs will chase the cats  The dogs will be chasing the cats</p> <p>10. The students do listen-while-reading once again and read the text</p>
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						<p>aloud chorally with little guidance.</p> <p>Meeting 3</p> <p>11. The researcher plays the song 'Sweet Child 'O Mine.</p> <p>12. The researcher distributes copies of the song's lyrics to the students and then plays the song again, only this time the students will be listening while reading the lyric. The researcher asks them to try to recognize the pronunciation features of the song such as stress, pausing, intonation, and rhythm.</p> <p>13. The researcher and the students discuss the pronunciation of the song.</p> <p>14. The researcher asks</p>
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						<p>for a volunteer to sing the first three lines of the song to any difficult pronunciation.</p> <p>15. The researcher explains some difficult parts of the pronunciation of the song.</p> <p>16. The researcher and the students practice the song part by part based on the thought group divisions.</p> <p>17. The researcher asks the students to sing the song chorally.</p>
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## LESSON PLAN

School	: SMA Negeri 8 Yogyakarta
Grade	: XI
Semester	: 1/2
Subject	: English
Skill	: Speaking – Pronunciation
Time Allocation	: 4 X 45 minutes (3 meetings)

### A. Standard of Competence

Speaking: 3 *Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.*

### B. Basic Competency

Speaking: 3.1 *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan **ragam bahasa lisan secara akurat, lancar, dan berterima** dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure.*

### C. Objective

At the end of the course the students are able to comprehend and mechanically produce intelligible English sound patterns.

### D. Indicators

- The students are able to recognize and understand thought groups, word stresses, rhythms, and intonation in a spoken English discourse they are listening to.
- The students are able to correctly place the word stress within a thought group.
- The students are able to properly apply the rhythm based on the thought group, for example, “how do you spell **easy**”. The highlighted word is the stressed word therefore it receives longer beat than the preceding four words.
- The students are able to recognize the falling intonation at the end of a thought group which is followed by a little pause.

- The students are able to divide a text based on its thought groups and give highlight on the stressed words

#### E. Materials

No.	Materials	Examples
1	Thought groups	One day, / Mr. Huntington got home late / and two policemen accompanied him.
2	Focus word	One as in 'one day', two as in 'and two policemen accompanied him'
3	Word stress	One as in 'one day', two as in 'and two policemen accompanied him'
4	Rhythm	Dogs chase cats The dogs chase cats The dogs chase the cats The dogs will chase the cats The dog will be chasing the cats
5	Intonation	Falling intonation at the end of the thought group 'one day'
6	Pauses between thought groups	The little pause between the thought groups 'one day' and 'Mr. Huntington got home late'
7	The aspirated sounds	/p/, /k/, and /t/
8	The silent consonants	The consonant sound /k/ in knocking, /gh/ in eight
9	Reduced consonant sounds	/im/, /em/ as in him and them respectively
10	schwa	The schwa /ə/ as in /pə'li:s.mən/
11	Pronunciation of the past ending -ed	/id/, /d/, or /t/
12	Linking	He leaves <u>at</u>

Texts: enclosed

#### F. Teaching technique

PPP (presentation, practice, and production)

### G. Learning Activities

#### Meeting I (Tuesday, Dec 3<sup>rd</sup> 2013, 07.00 am)

##### Opening:

- Greeting
- The researcher introduces the context of the topic being discussed in the text
- Teacher projects two versions of the text ‘The Smart Mr. Huntington’ the students have read aloud in the previous meeting. One text with clear separation based on thought groups with highlighted stressed words in each thought group.
- The researcher asks the students about which text is easier to read.
- The researcher explains that in pronunciation native speakers make a little pause at the end of a thought group in a sentence or text

##### Main activities:

- The researcher gives a brief explanation about pronunciation
- The students are asked to listen to a recording of a native speaker reading aloud the text entitled ‘The Smart Mr. Huntington and at the same time read the written version of the text in the LCD screen.
- The researcher explains how to pronounce the text correctly by breaking the text into thought groups and picking one word from each thought group as the focus word which receives stress. While he is explaining the pronunciation of the text per thought group he asks the students to practice pronouncing each thought group in the text chorally with the researcher’s guide. Per word pronunciation is only addressed when the students encounter difficult pronunciation.
- The researcher asks the students to ask question about the lesson they have just got.
- The students read aloud the entire text chorally for the last time.

##### Closing:

- Ask the students’ opinion about the lesson
- The researcher close the lesson

#### Meeting II (Thursday, Dec 5<sup>th</sup> 2013, 8.00 am)

##### Opening:

- Greeting
- The researcher projects some pictures of Albert Einstein, the legendary scientist, to the LCD screen. Those pictures contain some of Einstein’s popular sayings, like “imagination is more important than knowledge” and Einstein’s most phenomenal equation:  $E=MC^2$ . The researcher then explain to the students that Einstein is one of the most influential people ever lived and

that his intellectual contribution had made it possible for US to develop the first atomic bombs that were dropped in Hiroshima and Nagasaki.

#### Main activities

- The students do a reading-while-listening activity. In this activity, students listen to a recording of two native speakers, a man and a woman, telling about the biography of Albert Einstein. At the same time the students also read the written version of the biography. The written biography is projected to the LCD screen so that all of the students can see the text clearly.
- After the reading-while-listening activity is over the researcher has the student do word stress drilling through choral repetition with the researcher's guide. This activity is done by projecting a list of words to the LCD screen. These words have been highlighted based on the stressed syllables to make clear their position in each word, except for the one-syllabic words. To avoid drifting away from the context of the text, those words are especially taken from the text being used, all of which are the ones that receive stresses.
- Next, the students read aloud chorally another list of words. But, these words have not been highlighted. The students have to guess the location of the words. The researcher uses Kazoo, a musical instrument which is played by humming into it to make sound, to clearly show the clarity of the stressed vocal sound in one syllable.
- The researcher introduces the students about rhythm in relation to stress by showing them a series of sentences, like as follows:

Dogs chase cats  
 The dogs chase cats  
 The dogs chase the cats  
 The dogs will chase the cats  
 The dogs will be chasing the cats

- The students do listen-while-reading once again and read the text aloud chorally with little guidance.

#### Closing

- The researcher tells the students that they are going to practice the pronunciation of a song lyric in the next meeting
- The researcher takes his leave

#### Meeting III (Thursday, January 16<sup>th</sup> 2014 – 8.00 am)

##### Opening

- Greeting
- The researcher projects some pictures of a legendary rock band 'Guns N Roses' and asks whether the students are familiar with the band.
- The researcher asks what the most famous song of the band is.

#### Main activities

- The researcher plays the song 'Sweet Child 'O Mine.
- The researcher distributes copies of the song's lyrics to the students and then plays the song again, only this time the students will be listening while reading the lyric. The researcher asks them to try to recognize the pronunciation features of the song such as stress, pausing, intonation, and rhythm.
- The researcher and the students discuss the pronunciation of the song.
- The researcher asks for a volunteer to sing the first three lines of the song to any difficult pronunciation.
- The researcher explains some difficult parts of the pronunciation of the song.
- The researcher and the students practice the song part by part based on the thought group divisions.
- The researcher asks the students to sing the song chorally.

#### Closing

- The researcher tells the students that in the next meeting there will be a story telling competition and the five best performances are awarded special prizes.
- The researcher takes his leave.

#### H. Assessment

Goal	to measure how well the students at mechanically producing intelligible English sound patterns
Technique	Students' performance
Form	Spoken test
Instrument	Reading aloud (texts enclosed)
Text	Snow White & the Seven Dwarfs

Scoring rubric:

Pronunciation	
points	Description
0.0-0.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
0.5-1.4	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
1.5-2.4	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
2.5-3.0	Occasional non-native pronunciation errors, but the speaker is always intelligible.

Fluency	
points	Description
0.0-0.4	Speech is so halting or fragmentary or has such a non-native flow that



	intelligibility is virtually impossible.
<b>0.5-1.4</b>	Numerous non-native pauses and/or non-native flow that interferes with intelligibility.
<b>1.5-2.4</b>	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.
<b>2.5-3.0</b>	Speech is smooth and effortless, closely approximating that of a native speaker.

Students' Pronunciation points:  $\frac{(\text{pronunciation points} + \text{fluency points})}{2} = x$

Maximum point:  $\frac{3.0 + 3.0}{2} = 3.0$

### I. Resources

- Listening Test Try Out 1 SMA Kota Yogyakarta (adobe flash player) part 4: Monologue No. 1. (Created by Rahmat Suharyanta)
- Biography of Albert Einstein with: [http://www.youtube.com/watch?v=ySz\\_5pc0gOo](http://www.youtube.com/watch?v=ySz_5pc0gOo)
- Pictures of Albert Einstein: <http://www.abc.net.au/news/image/3742030-1x1-940x940.jpg>; <http://www.asksotiris.com/wp-content/uploads/2012/07/Albert-Einstein-Quotes-2.jpg>; <http://azkexpert.com/wp-content/uploads/2012/07/Einstein-his-Special-Relativity-Theory.jpg>; <http://www.quotesworthrepeating.com/wp-content/uploads/2013/05/Slide099.jpg>
- Guns N' Roses' photograph: <http://wac.450f.edgecastcdn.net/80450F/loudwire.com/files/2012/10/Guns-N-Roses.jpg>
- Guns N' Roses' hits: <http://loudwire.com/best-guns-n-roses-songs/>
- Sweet Child 'O Mine with lyric: <http://www.youtube.com/watch?v=zRSIjaduq2U>

Yogyakarta, 26 November 2013

Approved by:  
English Teacher

Researcher

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Pirdaus  
NIM. 06202244145

# **Learning Materials**

## Meeting I

### The Smart MR. Huntington

MR. Huntington takes a walk from his house to the city park every day.

He leaves at 8 o'clock in the morning and gets home by lunch time.

One day, Mr. Huntington got home late and two policemen accompanied him.

After knocking on the door one of the policemen told Mrs. Alison,

who is the daughter of Mr. Huntington that her father had lost his way

and had called the police station to ask for help.

When the policemen had left the house, Mrs. Alison asked her father how

he could lose the way because he had been to the park for 25 years.

Upon hearing the question, Mr. Huntington just smiled and blinked.

Later he admitted that he did not lose the way.

He just felt so lazy to go home on foot so he called the policemen to take him home

## Meeting II

This is Steve ember and this is Sarah Long

With the VOA special English program, Exploration

Today we tell about a scientist who changed the way we understand the universe, Albert Einstein.

In the year 1905, Albert Einstein published some important papers in a German scientific magazine.

They included one of the most important scientific documents in history.

It was filled with mathematics.

It explained what came to be called his "special theory of relativity."

Ten years later he expanded it to a "general theory of relativity."

Albert Einstein's theories of relativity are about the basic ideas we used to describe natural happenings.

They are about time, space, mass, movement, and gravity.

Albert Einstein was born in Ulm Germany, in 1879.

His father owned a factory that made electrical devices.

His mother enjoyed music and books.

His parents were Jewish but they did not observe many of the religion's rules.

Albert was a quiet child who spent much of his time alone.

He was slow to talk and had difficulty learning to read.

When Albert was five years old, his father gave him a compass.

The child was filled with wonder when he discovered that the compass needle always pointed in the same direction - to the north.

He asked his father and his uncle what caused the needle to move

Their answers about magnetism and gravity were difficult for the boy to understand.

Yet he spent a lot of time thinking about them.

He said later that he felt something hidden had to be behind things.

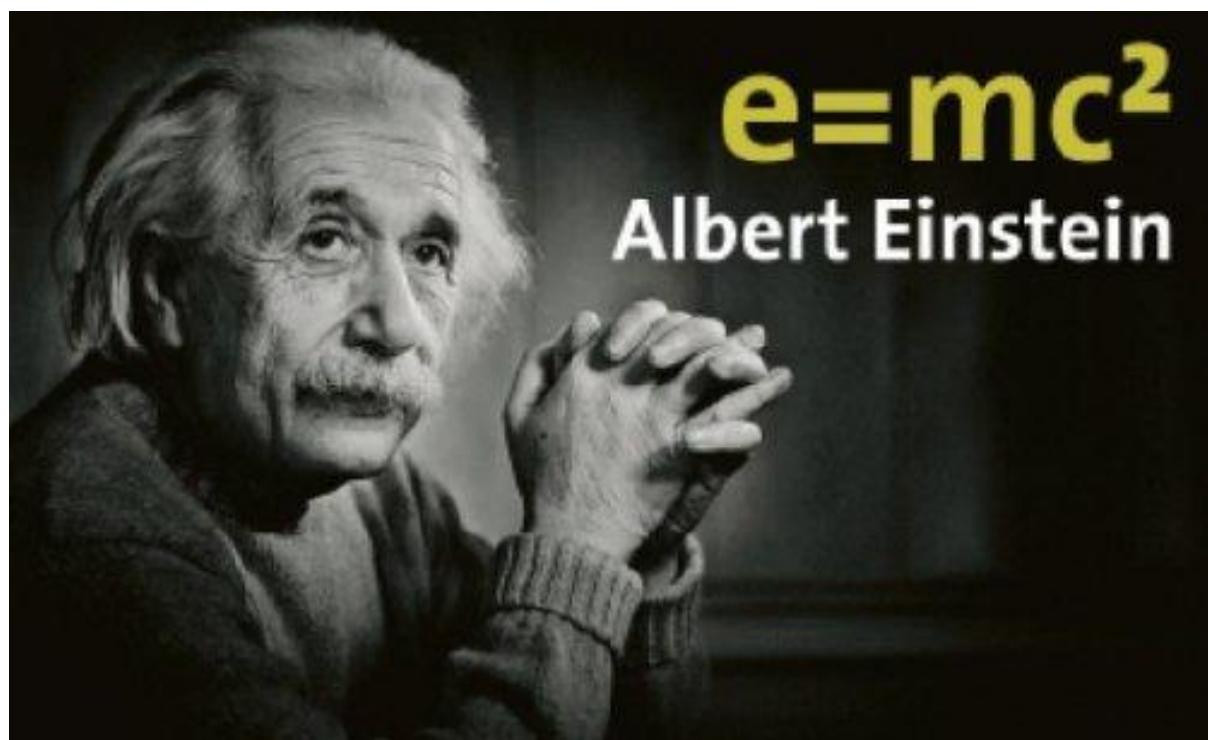
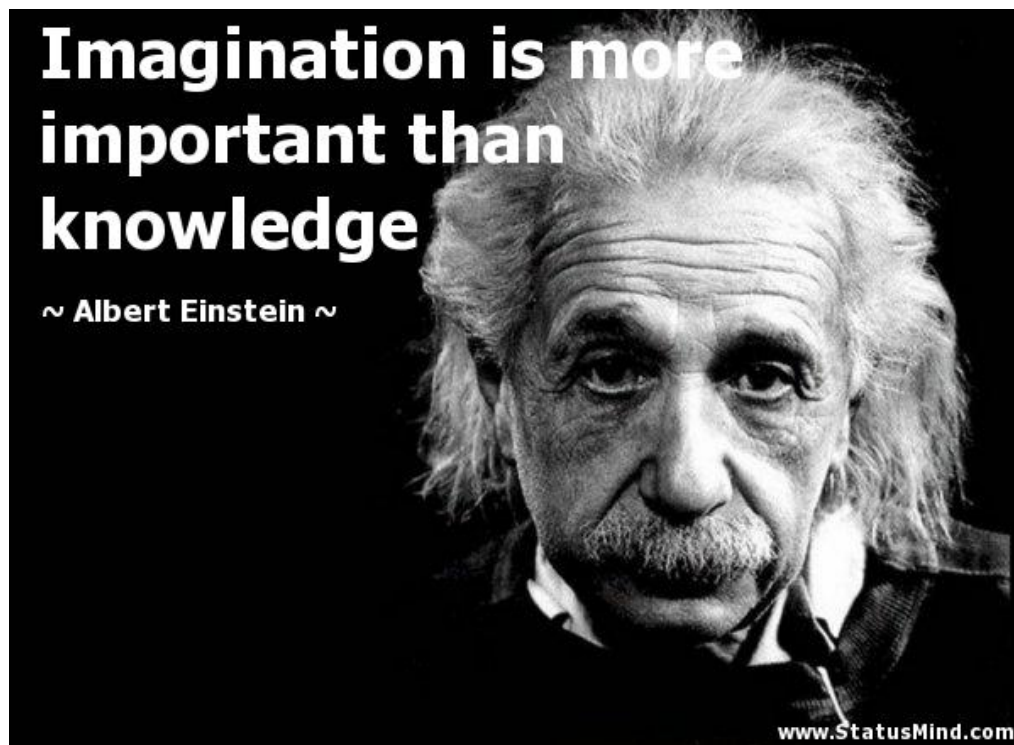
## Word Stress Drill

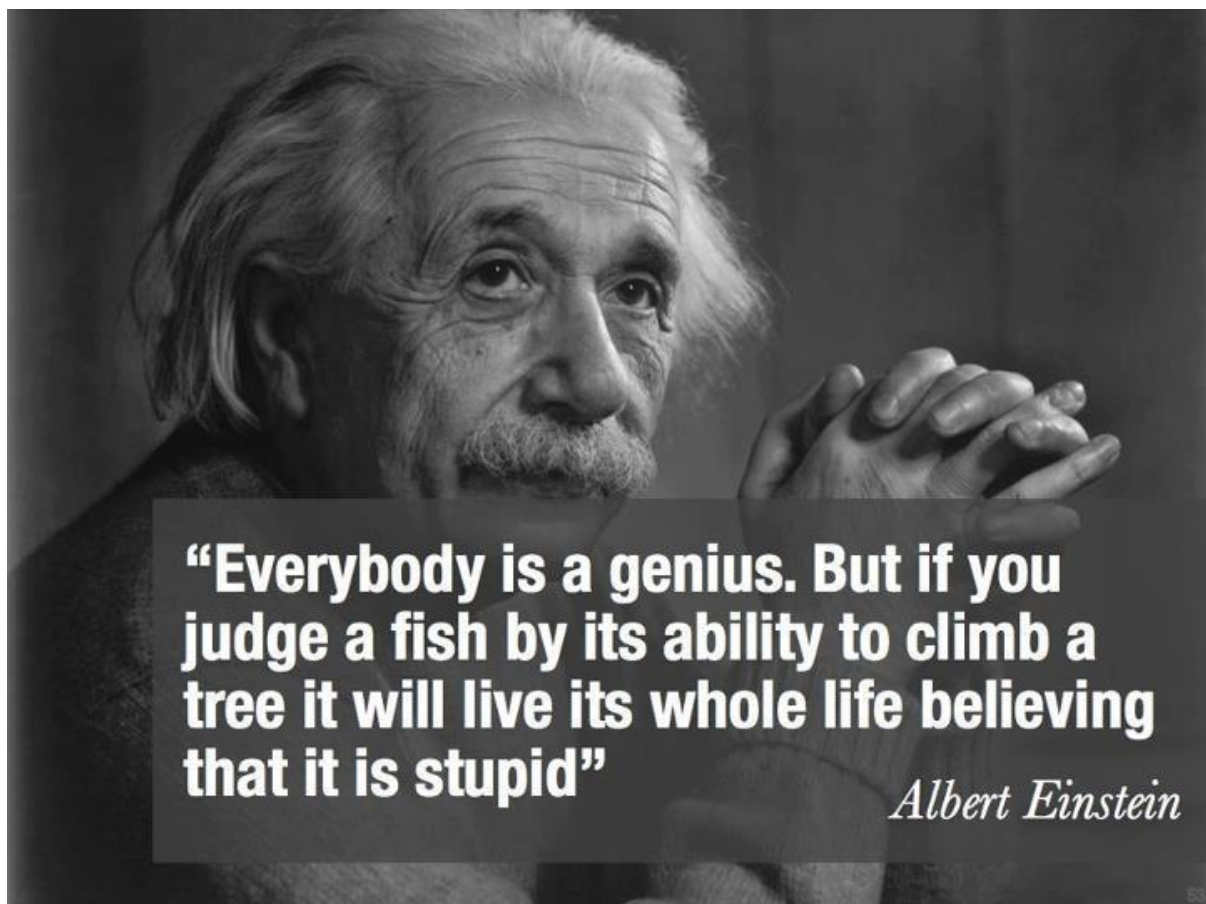
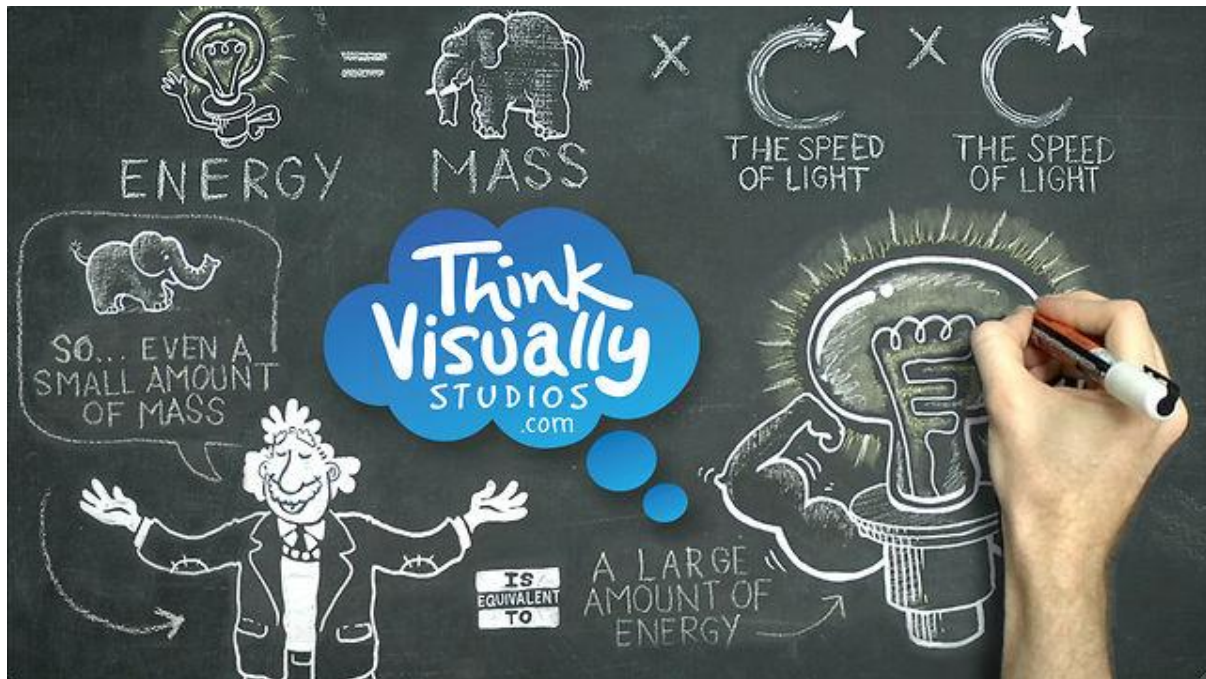
**No   1 syllabic words   2 syllabic words   3 or more syllabic words**

1	1879	Albert	difficult
2	1905	alone	direction
3	asked	basic	discovered
4	books	compass	documents
5	Born	describe	expanded
6	boy	Einstein	factory
7	called	explained	general
8	caused	father	Germany,
9	changed	hidden	gravity
10	child	history	happenings

**No   1 syllabic words   2 syllabic words   3 or more syllabic words**

1	felt	Jewish	included
2	filled	later	magnetism
3	Had	many	mathematics
4	Lot	mother	natural
5	mass	movement	scientist
6	most	music	understand
7	move	needle	universe
8	much	papers	difficulty
9	north	pointed	electrical
10	Not	program	Exploration





## Meeting III

### Sweet Child o' Mine

She's got a smile that it seems to me  
Reminds me of childhood memories  
Where everything was as fresh as the bright blue sky

Now and then when i see her face  
She takes me away to that special place  
And if I stand too long, I'd probably break down and cry  
Whoa, oh whoa sweet child o' mine  
Whoa, oh whoa sweet love o' mine

She's got eyes of the bluest skies  
As if they, thought of rain  
I'd hate to look into those eyes  
And see an ounce of pain

Her hair reminds me of a warm safe place  
Where as a child i'd hide  
And pray for the thunder, and the rain  
To quietly pass me by  
Whoa, oh whoa sweet child o'mine  
Whoa, oh whoa sweet love o'mine

Where do we go now?

### Highlighted based on thought groups and stresses

she's got a **smile** that it **seems** to **me**  
**reminds** me of childhood memories  
where **everything** was as **fresh** as the **bright** **blue** sky

**now** and then when i see **her** face  
She takes me away to that **special** place  
and if i **stand** **too** long, i'd probably break down and **cry**  
whoa, oh whoa sweet **child** o'mine  
whoa, oh whoa sweet **love** o'mine

she's got **eyes** of the **bluest** skies  
as **if** they, thought of **rain**



i'd hate to **look** into those **eyes**  
and see an ounce of pain

her hair reminds me of a warm safe place  
where as a child i'd hide  
and pray for the thunder, and the rain  
to quietly pass me by  
whoa, oh whoa sweet child o'mine  
whoa, oh whoa sweet love o'mine  
where do we go now





# **Appendix D**

## **Interview Guidelines**

### Initial Interview Guidelines

#### A. The teacher's perspective

1. *Apa pendapat ibu tentang pengajaran pronunciation?* [What do you think about pronunciation teaching?]
2. *Apa permasalahan utama dalam mengajarkan pronunciation?* [What it is the main problem when you are teaching pronunciation?]
3. *Bagaimana cara ibu mengajarkan pronunciation (teknik)?* [What kind of technique do you use in teaching pronunciation?]
4. *Bagaimana ibu mengalokasikan waktu untuk mengajar pronunciation?* [How do you allocate time to teach pronunciation?]
5. *Seberapa sering ibu mengajarkan pronunciation?* [How often do you teach pronunciation?]
6. *Apakah ibu mengalokasikan rentang waktu tertentu khusus untuk pronunciation?* [Do you allocate specific period of time for pronunciation teaching?]

#### B. The students' perspective

1. *Menurut anda pronunciation itu apa?* [What do you know about pronunciation?]
2. *Kesulitan seperti apa yang anda hadapi ketika ingin mengucapkan sesuatu atau membaca nyaring text dalam bahasa inggris?* [What kind of difficulties do you face when you are trying to say something or reading aloud a text in English?]
3. *Pernahkah anda berbicara dengan seorang native speaker bahasa inggris?* [Have you ever spoken to an English native speaker?]
4. *Bagaimana menurut anda tentang native speaker ketika berbicara dalam bahasa inggris?* [What do you think of the English native speakers' way of speaking?]

### Final Interview Guidelines

#### A. The English teacher's perspective

1. *Apa pendapat ibu dengan teknik pengajaran pronunciation yang diterapkan oleh peneliti?* [What do you think of the pronunciation teaching technique used by the researcher?]
2. *Dalam pengajaran pronunciation kemarin, peneliti lebih fokus pada elemen-elemen pronunciation dalam level suprasegmental, misalnya, penekanan kata, ritme, dan intonasi. Apa pendapat ibu tentang hal tersebut?* [In the pronunciation teaching during the

during the study, the researcher focused more on the suprasegmental level such as word stress, rhythm, and intonation. What is your opinion about that?]

3. *Bagaimana pendapat ibu tentang penggunaan audio book pada pengajaran pronunciation?* [What do you think about the use of audio book in pronunciation teaching?]
4. *Apakah ibu melihat ada perkembangan pada kemampuan pronunciation siswa setelah penelitian tindakan selesai?* [Did you observe any improvement on the students' pronunciation skill after the action research is done?]
5. *Bagaimana pendapat ibu tentang penggunaan lagu pada pembelajaran pronunciation?* [What do you think about the use of song in teaching pronunciation]
6. *Kriteria lagu seperti apa yang biasanya ibu pakai?* [What kind of songs do you usually use in teaching?]

## **B. The students' perspective**

1. *Setelah mengikuti training pronunciation selama 4 kali pertemuan, apa pendapat anda tentang metode pengajaran pronunciation yang dipakai oleh peneliti?* [After going through the pronunciation training for four meetings, what do you think about the pronunciation teaching method used by the researcher?]
2. *Pengetahuan apa saja yang anda dapatkan dari pelatihan pronunciation tersebut diatas?* [What lessons did you get from the pronunciation teaching?]
3. *Dalam pelatihan pronunciation tersebut, teknik yang digunakan adalah mendengar sambil membaca teks yang sama, bagaimana pendapat anda dengan teknik tersebut?* [In the pronunciation mentioned above, the technique the researcher used was listening-while-reading, what is your comment about that technique?]
4. *Yang mana yang anda lebih suka membaca sebuah novel atau teks lain dengan sambil mendengarkan audio yang dibacakan oleh native speaker atau tanpa audio? Jelaskan pilihan anda.* [Which one do you prefer, reading a novel while listening to the audio version read by a native speaker or reading a novel without listening to the audio version?]
5. *Apa pendapat anda mengenai belajar pronunciation dari sebuah lagu?* [What is your opinion about learning pronunciation by using songs?]
6. *Berdasarkan pelatihan pronunciation yang telah anda dapatkan, apa yang sebaiknya anda lakukan agar lebih mudah dan lancar dalam membaca nyaring sebuah teks?* [Based on the pronunciation training that you had had, what do you think you should do in order to read aloud a text easily?]
7. *Bagaimana peningkatan pronunciation anda setelah mendapatkan pelatihan pronunciation tersebut diatas?* [How is the improvement of you pronunciation after the pronunciation training?]

**Appendix E: Pronunciation  
Scoring  
Pre-test  
Post-test**

# **PRE-TEST**

## The Smart MR. Huntington – Satrio Bagus Panuntun

MR. **Huntington** takes a **walk** from his house to the **city** park **every** day.

He **leaves** at 8 o'clock in the **morning** and gets home by **lunch** time.  
1 2

**One** day, Mr. Huntington got home **late** and two policemen accompanied him.  
3 4

After knocking on the **door** one of the policemen told Mrs **Alison**,  
5 6

who is the daughter of Mr. **Huntington** that her father had lost his **way**  
7

and had called the police station to **ask** for help.  
8

When the **policemen** had left the house, Mrs. Alison asked her father **how** he  
9

could lose the **way** because he had **been** to the **park** for **25** years.  
10 11 12 13

Upon hearing the **question**, Mr. Huntington just **smiled** and **blinked**.

**Later** he **admitted** that he did **not** lose the way.  
14

He just felt **so** lazy to go **home** on foot so he **called** the policemen to take him **home**  
15 16 17

### Errors Descriptions

1. Wrong pronunciation of the final sound of the word 'eight'
2. Wrong word stress placement within the thought group, the stress should be on the word 'lunch'
3. Wrong word stress placement within the thought group, the stress should be on the word 'late' + the word 'got' is mispronounced
4. Word stress misplacement within the thought group + the word 'accompanied' is mispronounced
5. Wrong pronunciation of the initial sound of the word 'knocking'
6. The pronunciation of the initial /t/ sound of the word 'told' is not aspirated + the word 'Mrs.' is mispronounced + the delivery of the thought group is halting



7. Wrong pronunciation of the vocal sound of the first syllable of the word 'daughter'
8. Wrong word stress placement within the thought group, the stress should be on the word 'called' + wrong syllable stress placement for the word 'police', the stress should be on the second syllable
9. Mispronunciation + the delivery of the thought group is halting + the past ending -ed is mispronounced
10. Wrong pronunciation of the vocal sound of the first syllable of the word 'could'
11. Wrong pronunciation of the vocal sound of the second syllable of the word 'because' + word stress misplacement within the thought group
12. The delivery of the thought group is halting + the article 'the' is mispronounced
13. The delivery is halting
14. Wrong word stress placement within the thought group, the stress should be on the word 'not' + the delivery of the thought group is halting
15. Wrong word stress placement within the thought group, the stress should be on the word 'so'
16. Mispronunciation
17. Mispronunciation

### Errors Classification

No	Error Description	Type of error
1	Wrong pronunciation of the final sound of the word 'eight'	Phonemic
2	Wrong word stress placement within the thought group, the stress should be on the word 'lunch'	Stress pattern
3	Wrong word stress placement within the thought group, the stress should be on the word 'late' + the word 'got' is mispronounced	Stress pattern Phonemic
4	Word stress misplacement within the thought group + the word 'accompanied' is mispronounced	Phonemic
5	Wrong pronunciation of the initial sound of the word 'knocking'	Phonemic
6	The pronunciation of the initial /t/ sound of the word 'told' is not aspirated + the word 'Mrs.' is mispronounced + the delivery of the thought group is halting	Phonemic+ Flow related
7	Wrong pronunciation of the vocal sound of the first syllable of the word 'daughter'	Phonemic
8	Wrong word stress placement within the thought group, the stress should be on the word 'called' + wrong syllable stress placement for the word 'police', the stress should be on the second syllable	Stress pattern+)
9	Mispronunciation + the delivery of the thought group is halting + the past ending -ed is mispronounced	Phonemic+ Flow related
10	Wrong pronunciation of the vocal sound of the first syllable of the word 'could'	Phonemic

11	Wrong pronunciation of the vocal sound of the second syllable of the word 'because' + word stress misplacement within the thought group	Phonemic stress pattern
12	The delivery of the thought group is halting + the article 'the' is mispronounced	Phonemic Flow related
13	The delivery is halting	Flow related
14	Wrong word stress placement within the thought group, the stress should be on the word 'not' + the delivery of the thought group is halting	Stress pattern Flow related
15	Wrong word stress placement within the thought group, the stress should be on the word 'so'	Stress pattern
16	Mispronunciation	Phonemic
17	Mispronunciation	phonemic
<b>Total errors: 26</b>		<b>14 phonemic errors = %</b> <b>7 stress pattern errors = %</b> <b>5 flow related = %</b>

## The Smart MR. Huntington – Agatapetra Liayuda

MR. Huntington takes a walk from his house to the city park every day.  
1

He leaves at 8 o'clock in the morning and gets home by lunch time.

One day, Mr. Huntington got home late and two policemen accompanied him.  
2

After knocking on the door one of the policemen told Mrs. Alison,  
3 4 5  
who is the daughter of Mr. Huntington that her father had lost his way  
6 7

and had called the police station to ask for help.  
8 9 10

When the policemen had left the house, Mrs. Alison asked her father  
11

how he could lose the way because he had been to the park for 25 years.

Upon hearing the question, Mr. Huntington just smiled and blinked.

Later he admitted that he did not lose the way.  
12 13

He just felt so lazy to go home on foot so he called the policemen to take him home  
14 15

### Errors Descriptions

1. Wrong word stress placement within the thought group, the stress should be on the word 'walk'
2. Word stress misplacement within the thought group
3. The pronunciation is skipped
4. Wrong syllable stress placement for the word 'policemen', the stress should be on the second syllable
5. The initial /t/ sound is not aspirated
6. The delivery is halting
7. Unclear pronunciation
8. Skipped
9. Wrong syllable stress placement, the stress should be on the second syllable
10. The delivery is halting

11. Mispronunciation
12. Wrong syllable stress placement, the stress should be on the second syllable
13. Wrong word stress placement within the thought group, the stress should be on the word 'not'
14. Mispronunciation
15. Wrong syllable stress placement, the stress should be on the second syllable

#### Errors Classification

No	Error Description	Type of error
1	Wrong word stress placement within the thought group, the stress should be on the word 'walk'	Stress pattern
2	Word stress misplacement within the thought group	Stress pattern
3	The pronunciation is skipped	Flow related
4	Wrong syllable stress placement for the word 'policemen', the stress should be on the second syllable	Stress pattern
5	The initial /t/ sound is not aspirated	phonemic
6	The delivery is halting	Flow related
7	Unclear pronunciation	Phonemic
8	Skipped	Phonemic
9	Wrong syllable stress placement, the stress should be on the second syllable	Stress pattern
10	The delivery is halting	Flow related
11	Mispronunciation	Phonemic
12	Wrong syllable stress placement, the stress should be on the second syllable	Stress pattern
13	Wrong word stress placement within the thought group, the stress should be on the word 'not'	Stress pattern
14	Mispronunciation	Phonemic
15	Wrong syllable stress placement, the stress should be on the second syllable	Stress pattern
<b>Total errors: 15</b>		<b>5 phonemic errors = %</b> <b>7 stress pattern errors = %</b> <b>3 Flow related errors = %</b>

## The Smart MR. Huntington – Aldi Renaldy

MR. Huntington takes a walk from his house to the city park every day.

He leaves at 8 o'clock in the morning and gets home by lunch time.

One day, Mr. Huntington got home late and two policemen accompanied him.

After knocking on the door one of the policemen told Mrs Alison,

who is the daughter of Mr. Huntington that her father had lost his way

and had called the police station to ask for help.

When the policemen had left the house, Mrs. Alison asked her father

how he could lose the way because he had been to the park for 25 years.

Upon hearing the question, Mr. Huntington just smiled and blinked.

Later he admitted that he did not lose the way.

He just felt so lazy to go home on foot so he called the policemen to take him home

### Errors Descriptions

1. Wrong syllable stress placement, the stress should be on the first syllable + the delivery of the thought group is halting
2. Wrong pronunciation of the initial consonant sound of the word 'knocking' + the delivery of the thought group is halting
3. The pronunciation of the initial /t/ sound of the word 'told' is not aspirated + the word 'Mrs.' is mispronounced + wrong syllable stress placement for the word 'Alison', the stress should be on the first syllable + the delivery of the thought group is halting
4. Wrong pronunciation of the vocal sound of the first syllable + the delivery of the thought group is halting
5. The delivery is halting
6. the delivery of the thought group is halting

7. mispronunciation
8. word stress misplacement within the thought group + the delivery of the thought group is halting
9. The pronunciation of the past ending –ed is skipped + the word ‘mrs’ is mispronounced + the delivery of the thought group is halting
10. Wrong pronunciation of the vocal sound of the first syllable of the word ‘could’ + word stress misplacement within the thought group
11. The pronunciation is accented
12. The delivery is halting
13. Wrong pronunciation of the initial sound of the word ‘upon’
14. Wrong pronunciation of the vocal sound of the first syllable of the word smiled + the word ‘huntington’ is mispronounced + the delivery is halting
15. the past ending –ed of the word ‘blinked’ is mispronounced
16. the delivery of the thought group is halting + the past ending –ed of the word ‘admitted is mispronounced
17. the delivery is halting
18. Wrong word stress placement within the thought group, the stress should be on the word ‘so’

#### Errors Classification

No	Error Description	Type of error
1	Wrong syllable stress placement, the stress should be on the first syllable + the delivery of the thought group is halting	Stress pattern Flow related
2	Wrong pronunciation of the initial consonant sound of the word ‘knocking’ + the delivery of the thought group is halting	Phonemic Flow related
3	The pronunciation of the initial /t/ sound of the word ‘told’ is not aspirated + the word ‘Mrs.’ is mispronounced + wrong syllable stress placement for the word ‘Alison’, the stress should be on the first syllable + the delivery of the thought group is halting	Phonemic+ Stress pattern Flow related
4	Wrong pronunciation of the vocal sound of the first syllable + the delivery of the thought group is halting	Phonemic Flow related
5	The delivery is halting	Flow related
6	the delivery of the thought group is halting	Phonemic
7	mispronunciation	Phonemic
8	word stress misplacement within the thought group + the delivery of the thought group is halting	Stress pattern Flow related
9	The pronunciation of the past ending –ed is skipped + the word ‘mrs’ is mispronounced + the delivery of the thought group is halting	Phonemic+ Flow related
10	Wrong pronunciation of the vocal sound of the first syllable of the word ‘could’ + word stress misplacement within the thought group	Phonemic Stress pattern
11	The pronunciation is accented	Phonemic
12	The delivery is halting	Flow related
13	Wrong pronunciation of the initial sound of the word	Phonemic

	'upon'	
14	Wrong pronunciation of the vocal sound of the first syllable of the word smiled + the word 'huntington' is mispronounced + the delivery is halting	Phonemic+ Flow related
15	the past ending -ed of the word 'blinked' is mispronounced	Phonemic
16	the delivery of the thought group is halting + the past ending -ed of the word 'admitted is mispronounced	Phonemic Flow related
17	the delivery is halting	Flow related
18	Wrong word stress placement within the thought group, the stress should be on the word 'so'	Stress pattern
<b>Total errors: 31</b>		<b>15 phonemic errors = %</b> <b>5 stress pattern = %</b> <b>11 flow related = %</b>

## The Smart MR. Huntington - **Scholastica Asyana Eka Putri P**

MR. **Huntington** takes a **walk** from his house to the **city** park **every** day.

He **leaves** at 8 o'clock in the **morning** and gets home by **lunch** time.  
1

**One** day, Mr. Huntington got home **late** and **two** policemen accompanied him.  
2 3

After knocking on the **door** one of the policemen told Mrs **Alison**,  
4 5

who is the daughter of Mr. **Huntington** that her father had lost his **way**

and had **called** the police station to **ask** for help.  
6

When the **policemen** had left the house, Mrs. **Alison** asked her father  
7

**how** he could lose the **way** because he had **been** to the **park** for **25** years.  
8 9

Upon hearing the **question**, Mr. Huntington just **smiled** and **blinked**.

**Later** he **admitted** that he did **not** lose the way.  
10

He just felt **so** lazy to go **home** on foot so he **called** the policemen to take **him** home  
11 12 13

### Errors Descriptions

1. The delivery of the thought group is halting
2. Wrong word stress placement within the thought group. It should be placed on the word 'late'
3. The pronunciation of the word 'policemen' is flat, the syllable stress is not clear
4. Skipped
5. The pronunciation of the word 'policemen' is flat, the syllable stress is not clear + word stress misplacement within the thought group + the delivery of the thought group is halting
6. Wrong word stress placement. It should be on the word 'called' + the word 'called should be aspirated'



7. The pronunciation of the word 'policemen' is flat, the syllable stress is not clear + word stress misplacement within the thought group
8. The delivery of the thought group is halting
9. The /p/ sound is not aspirated
10. Wrong word stress placement. It should be on the word 'not', and therefore the two words should not be contracted.
11. Wrong word stress placement. It should be on the word 'so' instead of 'lazy'
12. Without aspiration
13. The pronunciation of the initial sound /h/ should be slightly silent.

### Errors Classification

No	Error Description	Type of error
1	The delivery of the thought group is halting	Flow related
2	Wrong word stress placement within the thought group. It should be placed on the word 'late'	Stress pattern
3	The pronunciation of the word 'policemen' is flat, the syllable stress is not clear	Stress pattern
4	Skipped	Flow related
5	The pronunciation of the word 'policemen' is flat, the syllable stress is not clear + word stress misplacement within the thought group + the delivery of the thought group is halting	Stress pattern+ Flow related
6	Wrong word stress placement. It should be on the word 'called' + the word 'called' should be aspirated	Phonemic Stress pattern
7	The pronunciation of the word 'policemen' is flat, the syllable stress is not clear + word stress misplacement within the thought group	Stress pattern+
8	The delivery of the thought group is halting	Flow related
9	The /p/ sound is not aspirated	Phonemic
10	Wrong word stress placement. It should be on the word 'not', and therefore the two words should not be contracted.	Stress pattern
11	Wrong word stress placement. It should be on the word 'so' instead of 'lazy'	Stress pattern
12	Without aspiration	Phonemic
13	The pronunciation of the initial sound /h/ should be slightly silent.	Phonemic
<b>Total errors: 17</b>		<b>4 phonemic errors = %</b> <b>9 stress pattern errors = %</b> <b>4 flow related errors = %</b>

# The Smart MR. Huntington – Angelina Sandi Devina Putri

MR. Huntington takes a walk from his house to the city park every day.  
1 2

He leaves at 8 o'clock in the morning and gets home by lunch time.  
3

One day, Mr. Huntington got home late and two policemen accompanied him.  
4 5 6

After knocking on the door one of the policemen told Mrs Alison,  
7

who is the daughter of Mr. Huntington that her father had lost his way  
8

and had called the police station to ask for help.  
9

When the policemen had left the house, Mrs. Alison asked her father  
10 11

how he could lose the way because he had been to the park for 25 years.  
12

Upon hearing the question, Mr. Huntington just smiled and blinked.  
13 14

Later he admitted that he did not lose the way.  
15 16

He just felt so lazy to go home on foot so he called the policemen to take him home  
17 18 19 20

## Errors Description

1. Word stress misplacement within the thought group + the delivery of the thought group is halting
2. Wrong word stress placement within the thought group. It should be on the word 'walk'
3. Wrong pronunciation of the final sound of the word 'eight' + the delivery of the thought group is halting
4. Wrong word stress placement within the thought group. It should be on the word 'one'
5. Wrong stress placement within the thought group, the stress should be on the word 'late' + wrong pronunciation of 'got' /gɑ:t/ that goes like /gət/
6. Wrong pronunciation of the past ending '-ed' of the word 'accompanied' which is pronounced as /t/ not as /id/

7. Wrong syllable stress placement for the word 'policemen'. It should be on the second one the sound /t/ of the word 'told' is not aspirated + the delivery of the thought group is halting
8. The word 'daughter' is mispronounced + word stress misplacement within the thought group
9. Without aspiration and wrong past ending '-ed' which is pronounced as /t/ not as /d/ + the delivery of the thought group is halting + wrong syllable stress placement within the word 'police'. It should be on the second one
10. Syllable stress misplacement within the word 'policemen'
11. Mispronunciation
12. Wrong word stress placement within the thought group. It should be on the word 'way'
13. Mispronunciation of the vocal sound of the first syllable
14. Wrong pronunciation of past ending '-ed'
15. Wrong pronunciation of past ending '-ed' that goes like /əd'mit/ not /əd'mitid/
16. Should not be contracted because the word stress is on the word 'not' + the delivery of the thought group is halting
17. Wrong word stress placement within the thought group. It should be on the word 'so'
18. Without aspiration and wrong past ending '-ed' which is pronounced as /t/ not as /d/
19. Wrong syllable stress placement for the word 'policemen'. It should be on the second one
20. The sound /h/ should be slightly silent

### Errors Classification

No	Error Description	Type of error
1	Word stress misplacement within the thought group + the delivery of the thought group is halting	Stress pattern Flow related
2	Wrong word stress placement within the thought group. It should be on the word 'walk'	Stress pattern
3	Wrong pronunciation of the final sound of the word 'eight'	Phonemic
4	Wrong word stress placement within the thought group. It should be on the word 'one'	Stress pattern
5	Wrong stress placement within the thought group, the stress should be on the word 'late' + wrong pronunciation of 'got' /gɑ:t/ that goes like /gət/	Phonemic Stress pattern
6	Wrong pronunciation of the past ending '-ed' of the word 'accompanied' which is pronounced as /t/ not as /id/	Phonemic
7	Wrong syllable stress placement for the word 'policemen'. It should be on the second one the sound /t/ of the word 'told' is not aspirated + the delivery of the thought group is halting	Phonemic Stress pattern Flow related
8	The word 'daughter' is mispronounced + word stress misplacement within the thought group	Phonemic Stress pattern
9	Without aspiration and wrong past ending '-ed' which is pronounced as /t/ not as /d/ Wrong syllable stress placement within the word 'police'. It should be on the second one	Phonemic+ Stress pattern
10	Syllable stress misplacement within the word	Stress pattern

	‘policemen’	
11	Mispronunciation	Phonemic
12	Wrong word stress placement within the thought group. It should be on the word ‘way’	Stress pattern
13	Mispronunciation of the vocal sound of the first syllable	phonemic
14	Wrong pronunciation of past ending ‘-ed	Phonemic
15	Wrong pronunciation of past ending ‘-ed that goes like /əd'mɪt/ not /əd'mɪtɪd/	Stress pattern
16	Should not be contracted because the word stress is on the word ‘not’ + the delivery of the thought group is halting	Stress pattern Flow related
17	Wrong word stress placement within the thought group. It should be on the word ‘so’	Stress pattern
18	Without aspiration and wrong past ending ‘-ed’ which is pronounced as /t/ not as /d/	Phonemic+
19	Wrong syllable stress placement for the word ‘policemen’. It should be on the second one	Stress pattern
20	The sound /h/ should be slightly silent	Phonemic
<b>Total errors: 30</b>		<b>13 phonemic errors = %</b> <b>13 stress pattern errors = %</b> <b>4 Flow related = %</b>

## The Smart MR. Huntington - **Muhammad Alif Enrico**

MR. **Huntington** takes a **walk** from his house to the **city** park **every** day.  
1

He **leaves** at **8** o'clock in the **morning** and gets home by **lunch** time.  
2

**One** day, Mr. Huntington got home **late** and **two** policemen accompanied him.  
3

After **knocking** on the **door** one of the **policemen** told Mrs **Alison**,  
4 5

who is the daughter of Mr. **Huntington** that her father had lost **his** **way**  
6 7

and had **called** the police station to **ask** for help.  
8

When the **policemen** had left the house, Mrs. **Alison** asked her father  
9 10

**how** he could lose the **way** **because he had been** to the **park** for **25** years.  
11

**Upon** hearing the **question**, Mr. Huntington just **smiled** and **blinked**.  
12 13 14

**Later** he **admitted** that he did **not** lose the way.

He just felt **so** **lazy** to go **home** on foot so he **called** the **policemen** to take **him** **home**  
15 16 17

### Errors Descriptions

1. Wrong word stress placement within the thought group, it should be on the word 'walk'
2. Mispronunciation of the final sound of the word 'eight'
3. Wrong word stress placement within the thought group, it should be on the word 'two' + wrong syllable stress placement within the word 'policemen', it should be on the second syllable + unclear pronunciation of the word 'accompanied' which could cause misunderstanding.
4. Mispronunciation of the initial sound of the word 'knocking'
5. Wrong syllable stress placement within the word 'policemen', it should be on the second syllable.
6. Wrong pronunciation of the vocal sound of the first syllable of the word 'daughter' + word stress misplacement within the thought group

7. Mispronunciation of the word 'his', which is pronounced as /ðɪs/ due to fast delivery
8. The pronunciation of the thought group is flat, word stress placement is not clear, the correct word stress should be on the word 'called' + the syllable stress placement of the word 'police' is wrong, it should be on the second one
9. Wrong syllable stress placement for the word 'policemen', the stress should be on the second syllable. + the delivery of the thought group is halting
10. The pronunciation of the past tense ending -ed of the word 'asked' is skipped.
11. Word stress misplacement within the thought group
12. Wrong syllable stress placement for the word 'upon', the syllable stress should be on the second syllable.
13. Unclear pronunciation and the past ending -ed pronunciation is skipped
14. Past ending -ed is skipped
15. Wrong word stress placement within the thought group, it should be on the word 'so'
16. Wrong syllable stress placement for the word 'policemen', the stress should be on the second syllable
17. The sound /h/ of the word 'him' should be slightly silent.

### Errors Classification

No	Error Description	Type of error
1	Wrong word stress placement within the thought group, it should be on the word 'walk'	Stress pattern
2	Mispronunciation of the final sound of the word 'eight'	Phonemic
3	Wrong word stress placement within the thought group, it should be on the word 'two' + wrong syllable stress placement within the word 'policemen', it should be on the second syllable + unclear pronunciation of the word 'accompanied' which could cause misunderstanding.	Stress pattern+ phonemic
4	Mispronunciation of the initial sound of the word 'knocking'	Phonemic
5	Wrong syllable stress placement within the word 'policemen', it should be on the second syllable.	Stress pattern
6	Wrong pronunciation of the vocal sound of the first syllable of the word 'daughter' + word stress misplacement within the thought group	Phonemic Stress pattern
7	Mispronunciation of the word 'his', which is pronounced as /ðɪs/ due to fast delivery	Phonemic
8	The pronunciation of the thought group is flat, word stress placement is not clear, the correct word stress should be on the word 'called' + the syllable stress placement of the word 'police' is wrong, it should be on the second one	Stress pattern+
9	Wrong syllable stress placement for the word 'policemen', the stress should be on the second syllable. + the delivery of the thought group is halting	Stress pattern Flow related
10	The pronunciation of the past tense ending -ed of the word 'asked' is skipped.	Flow related
11	Word stress misplacement within the thought group	Stress pattern
12	Wrong syllable stress placement for the word 'upon',	Stress pattern

	the syllable stress should be on the second syllable.	
13	Unclear pronunciation and the past ending –ed pronunciation is skipped	Phonemic
14	Past ending –ed is skipped	Phonemic
15	Wrong word stress placement within the thought group, it should be on the word ‘so’	Stress pattern
16	Wrong syllable stress placement for the word ‘policemen’, the stress should be on the second syllable	Stress pattern
17	The sound /h/ of the word ‘him’ should be slightly silent.	Phonemic
<b>Total errors: 22</b>		<b>8 phonemic errors = %</b> <b>12 stress pattern errors = %</b> <b>2 flow related =%</b>

## The Smart MR. Huntington – Ika Aprianti

MR. Huntington takes a walk from his house to the city park every day.  
1

He leaves at 8 o'clock in the morning and gets home by lunch time.

One day, Mr. Huntington got home late and two policemen accompanied him.  
2 3 4

After knocking on the door one of the policemen told Mrs Alison,  
5 6

who is the daughter of Mr. Huntington that her father had lost his way  
7 8

and had called the police station to ask for help.  
9 10

When the policemen had left the house, Mrs. Alison asked her father  
11 12 13

how he could lose the way because he had been to the park for 25 years.  
14 15 16

Upon hearing the question, Mr. Huntington just smiled and blinked.  
17 18

Later he admitted that he did not lose the way.  
19 20

He just felt so lazy to go home on foot so he called the policemen to take him home  
21 22

### Errors Descriptions

1. Wrong word stress placement within the thought group, it should be on the word 'city'
2. Wrong word stress placement within the thought group, it should be on the word 'one'
3. Wrong word stress placement within the thought group, it should be on the word 'late'
4. Wrong word stress placement within the thought group, it should be on the word 'two' and the pronunciation of the word 'accompanied' is wrong
5. Mispronunciation of the initial consonant sound of the word 'knocking'
6. The initial /t/ sound of the word 'told' is not aspirated + the word 'mrs' is mispronounced + the delivery of the thought group is halting + Wrong syllable stress placement for the word 'Alison', the stress should be on the first syllable
7. Mispronunciation of the vocal sound of the first syllable of the word 'daughter' + the delivery of the thought group is halting



8. The delivery is halting + word stress misplacement
9. The initial /k/ sound of the word 'called' is not aspirated
10. Mispronunciation
11. The delivery is halting
12. Wrong syllable stress placement for the word 'Alison', the stress should be on the first syllable
13. Past ending -ed is mispronounced
14. Word stress misplacement within the thought group + the word 'could' is mispronounced
15. Word stress misplacement within the thought group
16. The delivery is halting
17. Wrong pronunciation of the initial sound of the word 'upon'
18. The delivery of the word 'huntington' is halting
19. The pronunciation of the past ending -ed is skipped + the delivery of the thought group is halting
20. The delivery of the thought group is halting + word stress misplacement
21. Wrong word stress placement within the thought group, the stress should be on the word 'so'
22. The /h/ sound should be slightly reduced + the delivery of the thought group is halting

### Errors Classification

No	Error Description	Type of error
1	Wrong word stress placement within the thought group, it should be on the word 'city'	Stress pattern
2	Wrong word stress placement within the thought group, it should be on the word 'one'	Stress pattern
3	Wrong word stress placement within the thought group, it should be on the word 'late'	Stress pattern
4	Wrong word stress placement within the thought group, it should be on the word 'two' + the pronunciation of the word 'accompanied' is wrong	Stress pattern phonemic
5	Mispronunciation of the initial consonant sound of the word 'knocking'	Phonemic
6	The initial /t/ sound of the word 'told' is not aspirated + the word 'mrs' is mispronounced + the delivery of the thought group is halting + Wrong syllable stress placement for the word 'Alison', the stress should be on the first syllable	Phonemic+ Flow related Stress pattern
7	Mispronunciation of the vocal sound of the first syllable of the word 'daughter' + the delivery of the thought group is halting	Phonemic Flow related
8	The delivery is halting + word stress misplacement	Stress pattern Flow related
9	The initial /k/ sound of the word 'called' is not aspirated	Phonemic
10	Mispronunciation	Phonemic
11	The delivery is halting	Flow related
12	Wrong syllable stress placement for the word 'Alison',	Stress pattern

	the stress should be on the first syllable	
13	Past ending –ed is mispronounced	Phonemic
14	Word stress misplacement within the thought group + the word ‘could’ is mispronounced	Stress pattern Phonemic
15	Word stress misplacement within the thought group	Stress pattern
16	The delivery is halting	Flow related
17	Wrong pronunciation of the initial sound of the word ‘upon’	Phonemic
18	The delivery of the word ‘huntington’ is halting	Flow related
19	The pronunciation of the past ending –ed is skipped + the delivery of the thought group is halting	Phonemic Flow related
20	The delivery of the thought group is halting + word stress misplacement	Flow related Stress pattern
21	Wrong word stress placement within the thought group, the stress should be on the word ‘so’	Stress pattern
22	The /h/ sound should be slightly reduced + the delivery of the thought group is halting	Phonemic Flow related
<b>Total errors: 32</b>		<b>12 phonemic errors = %</b> <b>11 stress pattern errors = %</b> <b>9 flow related errors = %</b>

## The Smart MR. Huntington – Naufal Ahmad

MR. Huntington takes a walk from his house to the city park every day.  
1

He leaves at 8 o'clock in the morning and gets home by lunch time.  
2 3

One day, Mr. Huntington got home late and two policemen accompanied him.  
4 5 6

After knocking on the door one of the policemen told Mrs Alison,  
7 8

who is the daughter of Mr. Huntington that her father had lost his way  
9

and had called the police station to ask for help.  
10 11

When the policemen had left the house, Mrs. Alison asked her father  
12

how he could lose the way because he had been to the park for 25 years.  
13 14 15 16 17

Upon hearing the question, Mr. Huntington just smiled and blinked.  
18 19 20

Later he admitted that he did not lose the way.  
21

He just felt so lazy to go home on foot so he called the policemen to take him home  
22 23 24

### Errors Descriptions

1. Wrong word stress placement within the thought group, it should be on the word 'city' + the /p/ of the word 'park' is not aspirated
2. Mispronunciation
3. Wrong word stress placement within the thought group, it should be on the word 'lunch' + the delivery of the thought group is halting
4. Wrong word stress placement within the thought group, it should be on the word 'one'
5. Wrong word stress placement within the thought group, it should be on the word 'late' + the delivery is halting
6. Wrong word stress placement within the thought group, it should be on the word 'two' + the delivery of the thought group is halting + the word 'accompanied' is mispronounced

7. Mispronunciation of the initial consonant of the word ‘knocking’, where the sound /k/ should be silent
8. The initial /t/ sound of the word ‘told’ is not aspirated + Mispronunciation on the word ‘mrs’ + Wrong syllable stress placement within the word ‘alison’, it should be on the first one
9. Mispronunciation
10. The past ending –ed is mispronounced + word stress misplacement within the thought group
11. Mispronunciation
12. Mispronunciation on the word ‘mrs’ + syllable stress misplacement within the word ‘Alison’ + the pronunciation of the past ending –ed is skipped + the delivery of the thought group is halting
13. The pronunciation of the word ‘how’ is not stressed
14. Mispronunciation of the vocal sound of the first syllable of the word ‘could’ + the word ‘lose’ is mispronounced + word stress misplacement within the thought group
15. Mispronunciation of the vocal sound of the second syllable
16. The /p/ sound of the word ‘park’ is not aspirated
17. The delivery of the thought group is halting
18. Mispronunciation of the vocal sound of the first syllable
19. The /p/ sound of the word ‘park’ is not aspirated
20. The past ending –ed is mispronounced + the delivery of the thought group is halting
21. Wrong word stress placement within the thought group, the stress should be on the word ‘not’ + the word ‘that’ is mispronounced
22. Wrong word stress placement within the thought group, the stress should be on the word ‘so’
23. The delivery of the thought group is halting
24. Word stress misplacement within the thought group

### Errors Classification

No	Error Description	Type of error
1	Wrong word stress placement within the thought group, it should be on the word ‘city’ + the /p/ of the word ‘park’ is not aspirated	Stress pattern Phonemic
2	Mispronunciation	Phonemic
3	Wrong word stress placement within the thought group, it should be on the word ‘lunch’ + the delivery of the thought group is halting	Stress pattern flow related
4	Wrong word stress placement within the thought group, it should be on the word ‘one’	Stress pattern
5	Wrong word stress placement within the thought group, it should be on the word ‘late’ + the delivery is halting	Stress pattern flow related
6	Wrong word stress placement within the thought group, it should be on the word ‘two’ + the delivery of the thought group is halting + the word ‘accompanied’ is mispronounced	Stress pattern flow related Phonemic
7	Mispronunciation of the initial consonant of the word ‘knocking’, where the sound /k/ should be silent	Phonemic
8	The initial /t/ sound of the word ‘told’ is not aspirated +	Phonemic+

	Mispronunciation on the word 'mrs' + Wrong syllable stress placement within the word 'alison', it should be on the first one	Stress pattern
9	Mispronunciation	Phonemic
10	The past ending -ed is mispronounced + word stress misplacement within the thought group	Phonemic Stress pattern
11	Mispronunciation	Phonemic
12	Mispronunciation on the word 'mrs' + syllable stress misplacement within the word 'Alison' + the pronunciation of the past ending -ed is skipped + the delivery of the thought group is halting	Phonemic+ stress pattern flow related
13	The pronunciation of the word 'how' is not stressed	Stress pattern
14	Mispronunciation of the vocal sound of the first syllable of the word 'could' + the word 'lose' is mispronounced + word stress misplacement within the thought group	Phonemic+ Stress pattern
15	Mispronunciation of the vocal sound of the second syllable	Stress pattern
16	The /p/ sound of the word 'park' is not aspirated	Phonemic
17	The delivery of the thought group is halting	flow related
18	Mispronunciation of the vocal sound of the first syllable	Phonemic
19	The /p/ sound of the word 'park' is not aspirated	Phonemic
20	The past ending -ed is mispronounced + the delivery of the thought group is halting	Phonemic flow related
21	Wrong word stress placement within the thought group, the stress should be on the word 'not' + the word 'that' is mispronounced	Stress pattern Phonemic
22	Wrong word stress placement within the thought group, the stress should be on the word 'so'	Stress pattern
23	The delivery of the thought group is halting	flow related
24	Word stress misplacement within the thought group	Stress pattern
<b>Total errors: 39</b>		<b>18 phonemic errors = %</b> <b>14 stress pattern errors = %</b> <b>7 flow related = %</b>

## The Smart MR. Huntington – Nuriana Sekarlintang

MR. Huntington takes a walk from his house to the city park every day.  
1

He leaves at 8 o'clock in the morning and gets home by lunch time.  
2 3

One day, Mr. Huntington got home late and two policemen accompanied him.  
4

After knocking on the door one of the policemen told Mrs Alison,  
5

who is the daughter of Mr. Huntington that her father had lost his way  
6

and had called the police station to ask for help.  
7 8

When the policemen had left the house, Mrs. Alison asked her father  
9 10 11

how he could lose the way because he had been to the park for 25 years.  
12 13

Upon hearing the question, Mr. Huntington just smiled and blinked.  
14 15 16

Later he admitted that he did not lose the way.  
17 18

He just felt so lazy to go home on foot so he called the policemen to take him home  
19 20

### Errors Descriptions

1. The /p/ sound is not aspirated
2. The pronunciation of the –s ending for present tense 1<sup>st</sup> person singular is skipped.
3. Wrong word stress placement within the thought group, the stress should be on the word 'lunch'
4. Wrong word stress placement within the thought group, the stress should be on the word 'one'
5. Neither of the three syllables of the word 'policemen' is stressed, the stress should be on the second one + the /t/ sound of the word 'told' is not aspirated + word stress misplacement within the thought group + the delivery of the thought group is halting
6. mispronunciation

7. The initial /k/ sound of the word 'called' is not aspirated + word stress misplacement within the thought group + neither of the two syllables of the word 'police' is clearly stressed, the stress should be on the second syllable.
8. Mispronunciation
9. Wrong syllable stress placement for the word 'policemen' it should be on the second syllable + the delivery of the thought group is halting
10. Mispronunciation
11. The pronunciation of the past ending -ed is skipped
12. The pronunciation of the word 'how' is not stressed
13. Wrong word stress placement within the thought group, the stress should be on the word 'been'
14. Mispronunciation on the word 'hearing' + word stress misplacement within the thought group
15. The pronunciation of the past ending -ed is skipped
16. The pronunciation of the past ending -ed is skipped
17. The pronunciation of the past ending -ed is skipped
18. Wrong word stress placement within the thought group, the stress should be on the word 'not' + the delivery of the thought group is halting
19. Wrong word stress placement within the thought group, the stress should be on the word 'so'
20. Word stress misplacement within the thought group

### Errors Classification

No	Error Description	Type of error
1	The /p/ sound is not aspirated	Phonemic
2	The pronunciation of the -s ending for present tense 1 <sup>st</sup> person singular is skipped.	Phonemic
3	Wrong word stress placement within the thought group, the stress should be on the word 'lunch'	Stress pattern
4	Wrong word stress placement within the thought group, the stress should be on the word 'one'	Stress pattern
5	Neither of the three syllables of the word 'policemen' is stressed, the stress should be on the second one + the /t/ sound of the word 'told' is not aspirated + word stress misplacement within the thought group + the delivery of the thought group is halting	Stress pattern+ Phonemic Flow related
6	mispronunciation	phonemic
7	The initial /k/ sound of the word 'called' is not aspirated + word stress misplacement within the thought group + neither of the two syllables of the word 'police' is clearly stressed, the stress should be on the second syllable.	Phonemic stress pattern+
8	Mispronunciation	Phonemic
9	Wrong syllable stress placement for the word 'policemen' it should be on the second syllable + the delivery of the thought group is halting	Stress pattern Flow related
10	Mispronunciation	Phonemic
11	The pronunciation of the past ending -ed is skipped	Phonemic

12	The pronunciation of the word 'how' is not stressed	Stress pattern
13	Wrong word stress placement within the thought group, the stress should be on the word 'been'	Stress pattern
14	Mispronunciation on the word 'hearing' + word stress misplacement within the thought group	Stress pattern Phonemic
15	The pronunciation of the past ending -ed is skipped	Phonemic
16	The pronunciation of the past ending -ed is skipped	Phonemic
17	The pronunciation of the past ending -ed is skipped	Phonemic
18	Wrong word stress placement within the thought group, the stress should be on the word 'not' + the delivery of the thought group is halting	Stress pattern Flow related
19	Wrong word stress placement within the thought group, the stress should be on the word 'so'	Stress pattern
20	Word stress misplacement within the thought group	Stress pattern
<b>Total errors: 28</b>		<b>12 phonemic errors = %</b> <b>13 stress pattern errors = %</b> <b>3 flow related errors = %</b>



## The Smart MR. Huntington – Raden Roro Salma Fitri Kusumastuti

MR. Huntington takes a walk from his house to the city park every day.  
1

He leaves at 8 o'clock in the morning and gets home by lunch time.

One day, Mr. Huntington got home late and two policemen accompanied him.  
2 3 4

After knocking on the door one of the policemen told Mrs Alison,  
5 6 7

who is the daughter of Mr. Huntington that her father had lost his way  
8 9

and had called the police station to ask for help.  
10

When the policemen had left the house, Mrs. Alison asked her father  
11

how he could lose the way because he had been to the park for 25 years.  
12 13 14

Upon hearing the question, Mr. Huntington just smiled and blinked.  
15 16

Later he admitted that he did not lose the way.  
17 18

He just felt so lazy to go home on foot so he called the policemen to take him home  
19 20 21

### Errors Descriptions

1. The /p/ sound is not aspirated
2. Wrong word stress placing, it should be on the word 'one'
3. Word stress misplacement within the thought group
4. Wrong word stress placement within the thought group, the stress should be on the word 'two' + wrong syllable stress placement within the word 'policemen', the stress should be on the second syllable + the past ending -ed of the word 'accompanied' is mispronounced
5. Wrong syllable stress placement within the word 'policemen', the stress should be on the second syllable
6. The pronunciation of the initial sound /t/ of the word 'told' is not aspirated

7. Wrong syllable stress placement within the word 'Alison', the stress should be on the first syllable
8. Wrong pronunciation of the word 'daughter' + the delivery of the thought group is halting
9. the delivery of the thought group is halting
10. wrong syllable stress placement within the word 'police', the stress should be on the second syllable
11. The pronunciation of the past ending -ed of the word 'asked' is skipped + word stress misplacement within the thought group
12. The pronunciation of the word 'how' is not properly stressed, it should be given prominence
13. The delivery of the thought group is halting
14. The delivery of the thought group is halting
15. the pronunciation of the past ending -ed of the word 'smiled' is skipped
16. the pronunciation of the past ending -ed of the word 'blinked' is skipped
17. wrong pronunciation of the vocal sound /i/ of the word 'admitted'
18. Wrong word stress placement within the thought group, it should be on the word 'not'
19. Wrong word stress placement within the thought group, the stress should be on the word 'so'
20. The pronunciation of the initial consonant sound /k/ of the word 'called' is not aspirated + wrong syllable stress placement within the word 'policemen', the stress should be on the second syllable + word stress misplacement within the thought group
21. The consonant sound /h/ of the word him should be slightly reduced

### Errors Classification

No	Error Description	Type of error
1	The /p/ sound is not aspirated	Phonemic
2	Wrong word stress placing, it should be on the word 'one'	Stress pattern
3	Word stress misplacement within the thought group	Stress pattern
4	Wrong word stress placement within the thought group, the stress should be on the word 'two' + wrong syllable stress placement within the word 'policemen', the stress should be on the second syllable + the past ending -ed of the word 'accompanied' is mispronounced	Stress pattern+ Phonemic
5	Wrong syllable stress placement within the word 'policemen', the stress should be on the second syllable	Stress pattern
6	The pronunciation of the initial sound /t/ of the word 'told' is not aspirated	Phonemic
7	Wrong syllable stress placement within the word 'Alison', the stress should be on the first syllable	Stress pattern
8	Wrong pronunciation of the word 'daughter' + the delivery of the thought group is halting	Phonemic Flow related
9	the delivery of the thought group is halting	Flow related
10	wrong syllable stress placement within the word 'police', the stress should be on the second syllable	Stress pattern
11	The pronunciation of the past ending -ed of the word 'asked' is skipped + word stress misplacement within the thought group	Phonemic Flow related

12	The pronunciation of the word 'how' is not properly stressed, it should be given prominence	Stress pattern
13	The delivery of the thought group is halting	Flow related
14	The delivery of the thought group is halting	Flow related
15	the pronunciation of the past ending -ed of the word 'smiled' is skipped	Phonemic
16	the pronunciation of the past ending -ed of the word 'blinked' is skipped	Phonemic
17	wrong pronunciation of the vocal sound /i/ of the word 'admitted'	Phonemic
18	Wrong word stress placement within the thought group, it should be on the word 'not'	Stress pattern
19	Wrong word stress placement within the thought group, the stress should be on the word 'so'	Stress pattern
20	The pronunciation of the initial consonant sound /k/ of the word 'called' is not aspirated + wrong syllable stress placement within the word 'policemen', the stress should be on the second syllable + word stress misplacement within the thought group	Phonemic Stress pattern+
21	The consonant sound /h/ of the word him should be slightly reduced	Phonemic
<b>Total errors: 27</b>		<b>10 phonemic errors = %</b> <b>12 stress pattern errors = %</b> <b>5 flow related error = %</b>

## The Smart MR. Huntington – Rifqie Zullian

MR. Huntington takes a walk from his house to the city park every day.  
1 2

He leaves at 8 o'clock in the morning and gets home by lunch time.  
3 4

One day, Mr. Huntington got home late and two policemen accompanied him.  
5

After knocking on the door one of the policemen told Mrs. Alison,  
6 7 8

who is the daughter of Mr. Huntington that her father had lost his way  
9 10

and had called the police station to ask for help.  
11

When the policemen had left the house, Mrs. Alison asked her father  
12 13 14 15

how he could lose the way because he had been to the park for 25 years.  
16 17 18 19

Upon hearing the question, Mr. Huntington just smiled and blinked.  
20

Later he admitted that he did not lose the way.  
21 22

He just felt so lazy to go home on foot so he called the policemen to take him home  
23 24

### Errors Descriptions

1. Word stress misplacement within the thought group
2. The /p/ sound of the word 'park' is not aspirated
3. Wrong pronunciation of the final consonant sound of the word 'eight'
4. Wrong word stress placement within the thought group, the stress should be on the word 'lunch'
5. The delivery of the thought group is halting
6. The delivery of the thought group is halting
7. Mispronunciation
8. Wrong syllable stress placement for the word 'Alison', it should be on the first syllable
9. The delivery of the thought group is halting
10. The delivery of the thought group is halting

11. Wrong syllable placement for the word 'police', it should be on the second syllable
12. Mispronunciation
13. Mispronunciation on the word 'mrs'
14. Wrong syllable stress placement for the word 'Alison', it should be on the first syllable
15. The pronunciation of the past ending -ed of the word 'asked' is skipped
16. The pronunciation of the word 'how' should be stressed
17. Word stress misplacement within the thought group
18. Wrong word stress placement within the thought group, it should be on the word 'been'
19. Wrong word stress placement within the thought group, it should be on the word 'park'
20. Mispronunciation of the initial sound of the word 'upon'
21. Wrong pronunciation of the past ending '-ed' of the word 'admitted' is skipped
22. Wrong word stress placement within the thought group, it should be on the word 'not'
23. Wrong word stress placement within the thought group, the stress should be on the word 'home'
24. Wrong word stress placement within the thought group, the stress should be on the word 'called'

### Errors Classification

No	Error Description	Type of error
1	Word stress misplacement within the thought group	Stress pattern
2	The /p/ sound of the word 'park' is not aspirated	Phonemic
3	Wrong pronunciation of the final consonant sound of the word 'eight'	Phonemic
4	Wrong word stress placement within the thought group, the stress should be on the word 'lunch'	Stress pattern
5	The delivery of the thought group is halting	Flow related
6	The delivery of the thought group is halting	Flow related
7	Mispronunciation	phonemic
8	Wrong syllable stress placement for the word 'Alison', it should be on the first syllable	Stress pattern
9	The delivery of the thought group is halting	Flow related
10	The delivery of the thought group is halting	Flow related
11	Wrong syllable placement for the word 'police', it should be on the second syllable	Stress pattern
12	Mispronunciation	Phonemic
13	Mispronunciation on the word 'mrs'	Phonemic
14	Wrong syllable stress placement for the word 'Alison', it should be on the first syllable	Stress pattern
15	The pronunciation of the past ending -ed of the word 'asked' is skipped	Phonemic
16	The pronunciation of the word 'how' should be stressed	Stress pattern
17	Word stress misplacement within the thought group	Stress pattern
18	Wrong word stress placement within the thought group, it should be on the word 'been'	Stress pattern
19	Wrong word stress placement within the thought group, it should be on the word 'park'	Stress pattern
20	Mispronunciation of the initial sound of the word 'upon'	Phonemic

21	Wrong pronunciation of the past ending '-ed' of the word 'admitted' is skipped	Phonemic
22	Wrong word stress placement within the thought group, it should be on the word 'not'	Stress pattern
23	Wrong word stress placement within the thought group, the stress should be on the word 'home'	Stress pattern
24	Wrong word stress placement within the thought group, the stress should be on the word 'called'	Stress pattern
<b>Total errors:24</b>		<b>8 phonemic = %</b> <b>12 stress pattern = %</b> <b>4 flow related = %</b>

## The Smart MR. Huntington – Yashinta Rika Verliana

MR. Huntington takes a walk from his house to the city park every day.

He leaves at  $\frac{8}{3}$  o'clock in the morning and gets home by lunch time.  
4

One day, Mr. Huntington got home late and two policemen accompanied him.

After knocking on the door      one of the policemen told Mrs Alison.

8                                  9        10    11     12

who is the daughter of Mr. Huntington      that her father had lost his way

and had called the police station      to ask for help.

When the policemen had left the house, Mrs. Alison asked her father

how he could lose the way because he had been to the park for 25 years.  
17 18 19 20

Upon hearing the question, Mr. Huntington just smiled and blinked.

Later he admitted that he did not lose the way.

He just felt so lazy      to go home on foot      so he called the policemen      to take him home  
26    27    28

## Errors Descriptions

1. The initial /t/ sound of the word 'takes' is not aspirated
2. The initial /p/ sound of the word 'park' is not aspirated + word stress misplacement within the thought group
3. Wrong pronunciation of the final sound of the word 'eight'
4. The pronunciation of the thought group is flat, the stressed word is not clear + the word 'gets' and 'lunch' are mispronounced + the /t/ sound of the word time is not aspirated
5. Word stress misplacement within the thought group
6. the word 'got' is mispronounced

7. Wrong word stress placement within the thought group, it should be on the word 'two' + wrong syllable stress placement within the word 'policemen', it should be on the second syllable + wrong pronunciation of the word 'accompanied' which could cause misunderstanding.
8. The word 'knocking' is mispronounced
9. Wrong syllable stress placement within the word 'policemen', it should be on the second syllable.
10. The initial /t/ sound of the word 'told' is not aspirated.
11. The word 'mrs' is mispronounced
12. Syllable stress misplacement within the word 'Alison'
13. Wrong pronunciation the word 'daughter'
14. The initial /k/ sound of the word 'called' is not aspirated + the delivery of the thought group is halting + wrong syllable stress placement within the word 'police', it should be on the second one.
15. Wrong pronunciation of the word 'ask'
16. The word 'mrs' is mispronounced + syllable stress misplacement within the word 'aliso' + the word 'asked' is mispronounced + word stress misplacement within the thought group
17. Wrong pronunciation of the word 'how'
18. Wrong pronunciation of the word 'could' + the delivery of the thought group is halting + the word 'he' is skipped
19. The delivery is halting + the /p/ sound is not aspirated
20. Word stress misplacement within the thought group + the delivery of the thought group is halting
21. Wrong articulation of the initial vocal sound of the word 'upon'
22. The pronunciation of the past ending -ed is skipped
23. The pronunciation of the past ending -ed is skipped
24. The word 'admitted' is mispronounced
25. Wrong word stress placement within the thought group, it should be on the word 'not' + the word 'lose' mispronounced
26. Wrong word stress placement within the thought group, it should be on the word so
27. The initial /k/ sound of the word 'called' is not aspirated + the word policemen is mispronounced
28. The sound /h/ of the word 'him' should be slightly reduced + the /t/ sound of the word 'take' is not aspirated

### Errors Classification

No	Error Description	Type of error
1	The initial /t/ sound of the word 'takes' is not aspirated	Phonemic
2	The initial /p/ sound of the word 'park' is not aspirated + word stress misplacement within the thought group	Phonemic Stress pattern
3	Wrong pronunciation of the final sound of the word 'eight'	Phonemic
4	The pronunciation of the thought group is flat, the stressed word is not clear + the word 'gets' and 'lunch' are mispronounced + the /t/ sound of the word time is not aspirated	Stress pattern Phonemic++
5	Word stress misplacement within the thought group	Stress pattern
6	the word 'got' is mispronounced	Phonemic
7	Wrong word stress placement within the thought group,	Stress pattern+



	it should be on the word 'two' + wrong syllable stress placement within the word 'policemen', it should be on the second syllable + wrong pronunciation of the word 'accompanied' which could cause misunderstanding.	Phonemic
8	The word 'knocking' is mispronounced	Phonemic
9	Wrong syllable stress placement within the word 'policemen', it should be on the second syllable.	Stress pattern
10	The initial /t/ sound of the word 'told' is not aspirated.	Phonemic
11	The word 'mrs' is mispronounced	Phonemic
12	Syllable stress misplacement within the word 'Alison'	Stress pattern
13	Wrong pronunciation the word 'daughter'	Phonemic
14	The initial /k/ sound of the word 'called' is not aspirated + the delivery of the thought group is halting + wrong syllable stress placement within the word 'police', it should be on the second one.	Stress pattern+ Flow related
15	Wrong pronunciation of the word 'ask'	Phonemic
16	The word 'mrs' is mispronounced + syllable stress misplacement within the word 'aliso' + the word 'asked' is mispronounced + word stress misplacement within the thought group	Phonemic+ Stress pattern
17	Wrong pronunciation of the word 'how'	Phonemic
18	Wrong pronunciation of the word 'could' + the delivery of the thought group is halting + the word 'he' is skipped	Phonemic Flow related+
19	The delivery is halting + the /p/ sound is not aspirated	Flow related Phonemic
20	Word stress misplacement within the thought group + the delivery of the thought group is halting	Stress pattern Flow related
21	Wrong articulation of the initial vocal sound of the word 'upon'	Phonemic
22	The pronunciation of the past ending -ed is skipped	Phonemic
23	The pronunciation of the past ending -ed is skipped	Phonemic
24	The word 'admitted' is mispronounced	Phonemic
25	Wrong word stress placement within the thought group, it should be on the word 'not' + the word 'lose' mispronounced	Stress pattern phonemic
26	Wrong word stress placement within the thought group, it should be on the word so	Stress pattern
27	The initial /k/ sound of the word 'called' is not aspirated + the word policemen is mispronounced	Phonemic+
28	The sound /h/ of the word 'him' should be slightly reduced + the /t/ sound of the word 'take' is not aspirated	Phonemic+
<b>Total errors: 45</b>		<b>27 phonemic errors = %</b> <b>13 stress pattern errors = %</b> <b>5 flow related error = %</b>

## Summary

No	Name	Number of errors	Number of phonemic errors	Number of stress pattern errors	Number of flow related errors
1	Agatapetra Liayuda	15	5 (33.3)	7 (46.7)	3 (20)
2	Scholastica Asyana Eka Putri P	17	4 (23.5)	9 (52.9)	4 (23.5)
3	Muhammad Alif Enrico	22	8 (36.4)	12 (54.5)	2 (9.1)
4	Rifqie Zullian	24	8 (33.3)	12 (50)	4 (16.7)
5	Satrio Bagus Panuntun	26	14 (53.8)	7 (26.9)	5 (19.2)
6	Raden Roro Salma Fitri Kusumastuti	27	10 (37)	12 (44.4)	5 (18.5)
7	Nuriana Sekarlintang	28	12 (42.9)	13 (46.4)	3 (10.7)
8	Angelina Sandi Devina Putri	30	13 (43.3)	13 (43.3)	4 (13.3)
9	Aldi Renaldy	31	15 (48.4)	5 (16.1)	11 (35.5)
10	Ika Aprianti	32	12 (37.5)	11 (34.4)	9 (28.1)
11	Naufal Ahmad	39	18 (46.2)	14 (35.9)	7 (17.9)
12	Yashinta Rika Verliana	45	27 (60)	13 (28.9)	5 (11.1)
<b>total</b>		<b>336</b>	<b>146 (43.5)</b>	<b>128 (38.1)</b>	<b>62 (18.5)</b>

Note: () = percentage

### Scoring Guidelines

Pronunciation		Fluency	
Points	Description	Points	Description
<b>0.0-0.4</b>	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.	<b>0.0-0.4</b>	Speech is so halting or fragmentary or has such a non-native flow that intelligibility is virtually impossible.
<b>0.5-1.4</b>	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.	<b>0.5-1.4</b>	Numerous non-native pauses and/or non-native flow that interferes with intelligibility.
<b>1.5-2.4</b>	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.	<b>1.5-2.4</b>	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.
<b>2.5-3.0</b>	Occasional non-native pronunciation errors, but the speaker is always intelligible.	<b>2.5-3.0</b>	Speech is smooth and effortless, closely approximating that of a native speaker.

Scoring table for pronunciation (pretest)

3.0	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2.0	1.9	1.8	1.7	1.6	1.5	1.4	1.3	1.2	1.1
1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39
2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40

Scoring table for fluency (pretest)

3.0	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2.0	1.9	1.8	1.7	1.6	1.5
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Final pronunciation score:

$$\frac{\text{Pronunciation} + \text{Fluency}}{2}$$

No	Name	Number of errors	Pronunciation errors (phonemic & stress pattern)	Fluency (Flow related errors)	Pronunciation score	Fluency score	Final score
1	Agatapetra Liayuda	15	12	3	2.5	2.8	2.65
2	Scholastica Asyana Eka Putri P	17	13	4	2.4	2.7	2.55
3	Muhammad Alif Enrico	22	20	2	2.1	2.9	2.5
4	Rifqie Zullian	24	20	4	2.1	2.7	2.4
5	Satrio Bagus Panuntun	26	21	5	2.0	2.6	2.3
6	Raden Roro Salma Fitri Kusumastuti	27	22	5	2.0	2.6	2.3
7	Nuriana Sekarlintang	28	25	3	1.8	2.8	2.3
8	Angelina Sandi Devina Putri	30	26	4	1.8	2.7	2.25
9	Aldi Renaldy	31	20	11	2.1	2.0	2.05
10	Ika Aprianti	32	23	9	1.9	2.2	2.05
11	Naufal Ahmad	39	32	7	1.5	2.4	2

12	Yashinta Rika Verliana	45	40	5	1.1	2.6	1.85
total		336	274	62	23.3	31	27.2
mean					1.9	2.6	2.26

**POST-TEST**

## Satrio Bagus Panuntun

### Snow White and the Seven Dwarfs

A long time ago, | a child was born to a queen and king | and she was called Snow White. |  
 1 2  
 When the queen died, | the king married again. | This new queen was wicked | and hated Snow white. |  
 3 4 5  
The queen gave orders | that Snow White was to be treated as a servant. |  
 6 7  
Snow White grew very beautiful | and one day | a Prince riding by saw her at work |  
 8 9  
 and fell in love with her. | The queen was beautiful too. | and every day | she asked her magic mirror, |  
 10 11  
"Who is the fairest in the land?" | and the mirror always answered. | "You are the fairest one of all". |  
 12 13 14  
 But one day | the mirror answered | Snow White was the fairest in the land, | and in a rage |  
 15 16 17  
 the queen gave orders to one of her Huntsmen | to take Snow White into the woods | and kill her. |  
 18  
The Huntsman had a kind heart | and couldn't do the deed | so told her to run away. |  
 19 20 21  
She fled into the woods | where seven little dwarfs lived. | Their house was small | and strange. |  
 22 23 24  
Snow White entered the little house | and finding it very untidy, | started to clean up. |  
 25 26 27  
Upstairs | she found seven little beds. | She was very tired | and stretching out on one of the beds, |  
 28 29 30  
 was soon asleep. | When the Dwarfs came home | they were surprised to find Snow White |  
 31 32  
 and after some argument, | decided to let her stay. | She promised to cook | and look after them. |  
 33 34 35  
The Queen discovered where Snow White was living | and disguising herself as a witch, |  
 36 37  
took a poisoned apple | and set out for the Dwarfs cottage. |  
 38 39 40  
She gave Snow White the poisoned apple to eat | and as soon as she bit the apple, |  
 41 42

she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
 43 44  
 and put her in it. | For days | she lay in the forest in her glass coffin. |  
 45 46  
 One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
 47 48 49  
 He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
 50 51 52 53  
 Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
 54 55 56  
 and lived happily ever after. |  
 57 58

### Errors Descriptions

1. The /t/ sound of the word 'time' is not aspirated.
2. Wrong word stress placement within the thought group, the stress should be on the word 'snow'.
3. Wrong word stress placement within the thought group, the stress should be on the word 'married'.
4. Word stress misplacement within the thought group, the stress should be on the word 'wicked' + the word 'new' and the past ending -ed of the word 'wicked' are mispronounced.
5. The past ending -ed of the word 'hated' is mispronounced.
6. Word stress misplacement within the thought group, the stress should be on the word 'orders'.
7. The past ending -ed of the word 'treated' is mispronounced.
8. The delivery of the thought group is halting.
9. The delivery of the thought group is halting + the word 'saw' is mispronounced.
10. The delivery of the thought group is halting + word stress misplacement within the thought group, the stress should be on the word 'too'.
11. The delivery of the thought group is halting + the past ending -ed of the word 'asked' is mispronounced.
12. The delivery of the thought group is halting + the word 'land' is mispronounced.
13. The word 'answered' is mispronounced.
14. Word stress misplacement within the thought group, the stress should be on the word 'you' + the article 'the' and the word 'fairest' are mispronounced.
15. The delivery of the thought group is halting + the word 'answered' is mispronounced.
16. The delivery of the thought group is halting + word stress misplacement within the thought group, the stress should be on the word 'snow'.
17. The delivery of the thought group is halting + the word 'rage' is mispronounced.
18. The delivery of the thought group is halting + word stress misplacement within the thought group, the stress should be on the word 'woods' + the /t/ sound of the word 'take' is not aspirated + the article 'the' and the word woods are mispronounced.

19. The delivery of the thought group is halting + the /k/ sound of the word 'kind' is not aspirated, and the word 'heart' is mispronounced.
20. The /k/ sound of the word 'couldn't' is not aspirated.
21. The /t/ sound of the word 'told' is not aspirated and the vocal sound is mispronounced + wrong word stress placement within the thought group
22. Wrong word stress placement within the thought group, the stress should be on the word 'fled' + the word 'she' and 'the' are mispronounced.
23. The word 'house' is mispronounced.
24. The word 'strange' is mispronounced.
25. The delivery of the thought group is halting.
26. The /t/ sound of the word 'untidy' is not aspirated.
27. The past ending -ed of the word 'started' is mispronounced.
28. The word 'found' is mispronounced
29. Wrong word stress placement within the thought group, the stress should be on the word 'very' + the word 'tired' is mispronounced and the /t/ sound is not aspirated.
30. The word 'stretching' is mispronounced + the delivery of the thought group is halting.
31. The delivery of the thought group is halting.
32. Wrong word stress placement within the thought group, the stress should be on the word 'surprised'.
33. The past ending -ed of the word 'decided' is mispronounced.
34. The past ending -ed of the word 'promised' is mispronounced.
35. The /k/ sound of the word 'cook' is not aspirated.
36. The delivery of the thought group is halting.
37. The word 'disguising' is mispronounced + the delivery of the thought group is halting.
38. The /t/ sound of the word 'took' is not aspirated.
39. The article 'a' is mispronounced.
40. The delivery of the thought group is halting + the article 'the' and the word 'cottage' is mispronounced.
41. Wrong word stress placement within the thought group.
42. Wrong word stress placement within the thought group + the article 'the' is mispronounced.
43. The delivery of the thought group is halting + the word 'thinking' is mispronounced.
44. The delivery of the thought group is halting + the word 'built' and 'glass' are mispronounced.
45. Wrong word stress placement within the thought group, the stress should be on the word 'days'.
46. The delivery of the thought group is halting + the word 'glass' is mispronounced.
47. Wrong word stress placement, the stress should be on the word 'one'.
48. The delivery of the thought group is halting + the word 'through' and 'forest' are mispronounced.
49. Wrong word stress placement, the stress should be on the word 'looking'.
50. The delivery of the thought group is halting + wrong word stress placement within the thought group, the stress should be on the word 'leaned' + the past ending -ed of the word 'leaned' is mispronounced.
51. The past ending -ed of the word 'kissed' is mispronounced.
52. The delivery of the thought group is halting + wrong word stress placement within the thought group, the stress should be on the word 'opened' + the past ending -ed of the word 'opened' is mispronounced.
53. The delivery of the thought group is halting.



54. Wrong word stress placement within the thought group, the stress should be on the word 'happy' + wrong syllable stress placement within the word 'everyone', the stress should be on the first syllable.
55. The wrong word stress placement within the thought group, the stress should be on the word 'took' + the /t/ sound of the word 'took' is not aspirated + wrong syllable stress placement within the word 'palace', the stress should be on the first syllable.
56. Wrong word stress placement within the thought group, the stress should be on the word 'married'.
57. The past ending –ed of the word 'lived' is mispronounced.
58. The word 'happily' is mispronounced.

### Errors Classifications

No	Error Description	Type of error
1	The /t/ sound of the word 'time' is not aspirated.	Phonemic
2	Wrong word stress placement within the thought group, the stress should be on the word 'snow'	Stress pattern
3	Wrong word stress placement within the thought group, the stress should be on the word 'married'	Stress pattern
4	Word stress misplacement within the thought group, the stress should be on the word 'wicked' + the word 'new' and the past ending –ed of the word 'wicked' are mispronounced.	Stress pattern Phonemic+)
5	The past ending –ed of the word 'hated' is mispronounced.	Phonemic
6	Word stress misplacement within the thought group, the stress should be on the word 'orders'.	Stress pattern
7	The past ending –ed of the word 'treated' is mispronounced.	Phonemic
8	The delivery of the thought group is halting.	Stress pattern+)
9	The delivery of the thought group is halting + the word 'saw' is mispronounced.	Flow related Phonemic
10	The delivery of the thought group is halting + word stress misplacement within the thought group, the stress should be on the word 'too'.	Flow related Stress pattern
11	The delivery of the thought group is halting + the past ending –ed of the word 'asked' is mispronounced.	Flow related Phonemic
12	The delivery of the thought group is halting + the word 'land' is mispronounced.	Flow related Phonemic
13	The word 'answered' is mispronounced.	phonemic
14	Word stress misplacement within the thought group, the stress should be on the word 'you' + the article 'the' and the word 'fairest' are mispronounced.	Stress pattern Phonemic+
15	The delivery of the thought group is halting + the word 'answered' is mispronounced.	Flow related Phonemic
16	The delivery of the thought group is halting + word stress misplacement within the thought group, the stress should be on the word 'snow'.	Flow related Stress pattern
17	The delivery of the thought group is halting + the word 'rage' is mispronounced.	Flow related Phonemic
18	The delivery of the thought group is halting + word stress misplacement within the thought group, the stress should be on	Flow related Stress pattern

	the word 'woods' + the /t/ sound of the word 'take' is not aspirated + the article 'the' and the word woods are mispronounced.	Phonemic+
19	The delivery of the thought group is halting + the /k/ sound of the word 'kind' is not aspirated, and the word 'heart' is mispronounced.	Flow related Phonemic+
20	The /k/ sound of the word 'couldn't' is not aspirated.	Phonemic
21	The /t/ sound of the word 'told' is not aspirated and the vocal sound is mispronounced + wrong word stress placement within the thought group	Phonemic Stress pattern
22	Wrong word stress placement within the thought group, the stress should be on the word 'fled' + the word 'she' and 'the' are mispronounced.	Stress pattern Phonemic+
23	The word 'house' is mispronounced.	Phonemic
24	The word 'strange' is mispronounced.	Phonemic
25	The delivery of the thought group is halting.	Flow related
26	The /t/ sound of the word 'untidy' is not aspirated.	Phonemic
27	The past ending -ed of the word 'started' is mispronounced.	Phonemic
28	The word 'found' is mispronounced	Phonemic
29	Wrong word stress placement within the thought group, the stress should be on the word 'very' + the word 'tired' is mispronounced and the /t/ sound is not aspirated.	Stress pattern Phonemic+
30	The word 'stretching' is mispronounced + the delivery of the thought group is halting.	Flow related Phonemic
31	The delivery of the thought group is halting.	Flow related
32	Wrong word stress placement within the thought group, the stress should be on the word 'surprised'.	Stress pattern
33	The past ending -ed of the word 'decided' is mispronounced.	Phonemic
34	The past ending -ed of the word 'promised' is mispronounced.	Phonemic
35	The /k/ sound of the word 'cook' is not aspirated.	Phonemic
36	The delivery of the thought group is halting.	Flow related
37	The word 'disguising' is mispronounced + the delivery of the thought group is halting.	Flow related Phonemic
38	The /t/ sound of the word 'took' is not aspirated.	Phonemic
39	The article 'a' is mispronounced.	Phonemic
40	The delivery of the thought group is halting + the article 'the' and the word 'cottage' is mispronounced.	Flow related Phonemic+
41	Wrong word stress placement within the thought group.	Stress pattern
42	Wrong word stress placement within the thought group + the article 'the' is mispronounced.	Stress pattern & Phonemic
43	The delivery of the thought group is halting + the word 'thinking' is mispronounced.	Flow related Phonemic
44	The delivery of the thought group is halting + the word 'built' and 'glass' are mispronounced.	Flow related Phonemic+
45	Wrong word stress placement within the thought group, the stress should be on the word 'days'.	Stress pattern
46	The delivery of the thought group is halting + the word 'glass' is mispronounced.	Flow related Phonemic
47	Wrong word stress placement, the stress should be on the word	Stress pattern

	'one'.	
48	The delivery of the thought group is halting + the word 'through' and 'forest' are mispronounced.	Flow related Phonemic+
49	Wrong word stress placement, the stress should be on the word 'looking'.	Stress pattern
50	The delivery of the thought group is halting + wrong word stress placement within the thought group, the stress should be on the word 'leaned' + the past ending -ed of the word 'leaned' is mispronounced.	Flow related Stress pattern Phonemic
51	The past ending -ed of the word 'kissed' is mispronounced.	Phonemic
52	The delivery of the thought group is halting + wrong word stress placement within the thought group, the stress should be on the word 'opened' + the past ending -ed of the word 'opened' is mispronounced.	Flow related Stress pattern Phonemic
53	The delivery of the thought group is halting.	Flow related
54	Wrong word stress placement within the thought group, the stress should be on the word 'happy' + wrong syllable stress placement within the word 'everyone', the stress should be on the first syllable.	Stress pattern +
55	wrong word stress placement within the thought group, the stress should be on the word 'took' + the /t/ sound of the word 'took' is not aspirated + wrong syllable stress placement within the word 'palace', the stress should be on the first syllable.	Stress pattern+ Phonemic
56	Wrong word stress placement within the thought group, the stress should be on the word 'married'.	Stress pattern
57	The past ending -ed of the word 'lived' is mispronounced.	Phonemic
58	The word 'happily' is mispronounced.	Phonemic
<b>Total errors: 98</b>		<b>50 phonemic errors = %</b> <b>26 stress pattern errors = %</b> <b>22 flow related = %</b>

## Agatapetra Liayudya

## Snow White and the Seven Dwarfs

A **long** time ago, | a **child** was born to a queen and king | and she was called **Snow White**. |  
1 2

When the queen **died**, | the king **married** again. | This new queen was **wicked** | and **hated** Snow white. |  
3 4 5

The queen gave **orders** | that Snow White was to be treated as a **servant**. |

Snow White grew very **beautiful** | and **one** day | a **Prince** riding by saw her at work |  
6 7

and **fell** in love with her. | The queen was beautiful **too**, | and **every** day | she asked her **magic** mirror, |

"**Who** is the fairest in the land?" | and the mirror always **answered**, | "**You** are the fairest one of all". |  
8 9 10

But **one** day | the mirror **answered** | **Snow** White was the fairest in the land, | and in a **rage** |

the queen gave orders to one of her **Huntsmen** | to take Snow White into the **woods** | and **kill** her. |  
11

The Huntsman had a **kind** heart | and **couldn't** do the deed | so told her to **run** away. |  
12 13

She **fled** into the woods | where **seven** little dwarfs lived. | Their house was **small** | and **strange**. |

Snow White **entered** the little house | and finding it very **untidy**, | started to **clean** up. |  
14 15

Upstairs | she found **seven** little beds. | She was **very** tired | and stretching out on **one** of the beds, |  
16 17

was **soon** asleep. | When the Dwarfs came **home** | they were **surprised** to find Snow White |  
18

and after some **argument**, | decided to **let** her stay. | She promised to **cook** | and **look** after them. |  
19

The Queen **discovered** where Snow White was living | and disguising herself as a **witch**, |

took a **poisoned** apple | and set out for the **Dwarfs** cottage. |  
20 21 22

She **gave** Snow White the poisoned apple to eat | and as soon as she **bit** the apple, |  
23



20. The /t/ sound of the word 'took' is not aspirated.
21. The word 'poisoned' is mispronounced.
22. The word 'cottage' is mispronounced
23. The word 'poisoned' is mispronounced.
24. Syllable stress misplacement within the word 'unconsciousness'.
25. Word stress misplacement within the thought group, the stress should be on the word 'thinking'
26. The word 'built' is mispronounced.
27. Word stress misplacement within the thought group, the stress should be on the word 'put' + the/p/ sound of the word 'put' is not aspirated.
28. Word stress misplacement within the thought group, the stress should be on the word 'lay' + the delivery of the thought group is little halting.
29. Word stress misplacement within the thought group, the stress should be on the word 'looking'
30. The past ending -ed of the word 'opened' is mispronounced.
31. Word stress misplacement within the thought group, the stress should be on the word 'happy'.
32. The word 'palace' is mispronounced.

#### Errors Classification

No	Error Description	Type of error
1	Word stress misplacement within the thought group, the stress should be on the word 'child'.	Stress pattern
2	Word stress misplacement within the thought group, the stress should be on the word 'snow'.	Stress pattern
3	Word stress misplacement within the thought group, the stress should be on the word 'died'.	Stress pattern
4	The past ending -ed of the word 'wicked' is mispronounced.	Phonemic
5	The past ending -ed of the word 'hated' is mispronounced.	Phonemic
6	Word stress misplacement within the thought group, the stress should be on the word 'beautiful'	Stress pattern
7	The delivery of the thought group is little halting + word stress misplacement within the thought group, the stress should be on the word 'prince'	Flow related Stress pattern
8	Word stress misplacement within the thought group, the stress should be on the word 'who'.	Stress pattern
9	Word stress misplacement within the thought group, the stress should be on the word 'answered'.	Stress pattern
10	Word stress misplacement within the thought group, the stress should be on the word 'you'	Stress pattern
11	Word stress misplacement within the thought group, the stress should be on the word 'woods'.	stress pattern
12	The delivery of the thought group is little halting.	Flow related
13	The delivery of the thought group was little halting.	Flow related
14	Word stress misplacement within the thought group, the	Stress pattern

	stress should be on the word 'entered'.	
15	Word stress misplacement within the thought group, the stress should be on the word 'clean' + the past ending –ed of the word 'started' is mispronounced.	Stress pattern Phonemic
16	Word stress misplacement within the thought group, the stress should be on the word 'very'.	Stress pattern
17	The delivery of the thought group is little halting + the word 'beds' is mispronounced.	Flow related phonemic
18	Word stress misplacement within the thought group, the stress should be on the word 'home'	Stress pattern
19	Word stress misplacement within the thought group, the stress should be on the word 'let'.	Stress pattern
20	The /t/ sound of the word 'took' is not aspirated.	phonemic
21	The word 'poisoned' is mispronounced.	phonemic
22	The word 'cottage' is mispronounced	phonemic
23	The word 'poisoned' is mispronounced.	phonemic
24	Syllable stress misplacement within the word 'unconsciousness'.	Stress pattern
25	Word stress misplacement within the thought group, the stress should be on the word 'thinking'	Stress pattern
26	The word 'built' is mispronounced.	phonemic
27	Word stress misplacement within the thought group, the stress should be on the word 'put' + the/p/ sound of the word 'put' is not aspirated.	Stress pattern phonemic
28	Word stress misplacement within the thought group, the stress should be on the word 'lay' + the delivery of the thought group is little halting.	Stress pattern Flow related
29	Word stress misplacement within the thought group, the stress should be on the word 'looking'	Stress pattern
30	The past ending –ed of the word 'opened' is mispronounced.	phonemic
31	Word stress misplacement within the thought group, the stress should be on the word 'happy'.	Stress pattern
32	The word 'palace' is mispronounced.	phonemic
<b>Total errors: 37</b>		<b>12 phonemic errors = %</b> <b>20 stress pattern errors = %</b> <b>5 Flow related errors = %</b>

Aldi Renaldy

### Snow White and the Seven Dwarfs

A long time ago, | a child was born to a queen and king | and she was called Snow White. |  
 1 2

When the queen died, | the king married again. | This new queen was wicked | and hated Snow white. |  
 3 4 5 6

The queen gave orders | that Snow White was to be treated as a servant. |  
 7

Snow White grew very beautiful | and one day | a Prince riding by saw her at work |  
 8 9 10

and fell in love with her. | The queen was beautiful too, | and every day | she asked her magic mirror, |  
 11 12 13

"Who is the fairest in the land?" | and the mirror always answered, | "You are the fairest one of all". |  
 14 15 16

But one day | the mirror answered | Snow White was the fairest in the land, | and in a rage |  
 17 18 19

the queen gave orders to one of her Huntsmen | to take Snow White into the woods | and kill her. |  
 20 21

The Huntsman had a kind heart | and couldn't do the deed | so told her to run away. |  
 22 23 24

She fled into the woods | where seven little dwarfs lived. | Their house was small | and strange. |  
 25 26 27

Snow White entered the little house | and finding it very untidy, | started to clean up. |  
 28 29 30

Upstairs | she found seven little beds. | She was very tired | and stretching out on one of the beds, |  
 31 32 33 34

was soon asleep. | When the Dwarfs came home | they were surprised to find Snow White |  
 35

and after some argument, | decided to let her stay. | She promised to cook | and look after them. |  
 36 37 38 39

The Queen discovered where Snow White was living | and disguising herself as a witch, |  
 40 41

took a poisoned apple | and set out for the Dwarfs cottage. |  
 42 43

She gave Snow White the poisoned apple to eat | and as soon as she bit the apple, |  
 44 45



she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
 46 47  
 and put her in it. | For days | she lay in the forest in her glass coffin. |  
 48  
 One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
 49 40 51 52  
 He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
 53 54 55 56  
 Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
 57 58  
 and lived happily ever after. |  
 59

### Errors Descriptions

1. The /t/ sound is not aspirated
2. Word stress misplacement within the thought group
3. Word stress misplacement within the thought group
4. Word stress misplacement within the thought group
5. Past ending –ed mispronunciation
6. Past ending –ed mispronunciation
7. The delivery of the thought group is halting
8. Word stress misplacement within the thought group
9. Word stress misplacement within the thought group
10. The delivery of the thought group is halting + the word ‘saw’ is mispronounced
11. Word stress misplacement within the thought group
12. Word stress misplacement within the thought group
13. Word stress misplacement within the thought group + past ending –ed mispronunciation
14. Word stress misplacement within the thought group + the article ‘the’ and the word ‘fairest’ are mispronounced
15. Mispronunciation
16. Word stress misplacement within the thought group + The delivery of the thought group is halting + the article ‘the’ and the word ‘fairest’ are mispronounced
17. Word stress misplacement within the thought group
18. Mispronunciation
19. Word stress misplacement within the thought group + the article ‘the’ and the word ‘fairest’ are mispronounced
20. The delivery of the thought group is halting + Word stress misplacement within the thought group
21. Mispronunciation
22. The delivery of the thought group is halting + the /k/ sound of the word ‘kind is not aspirated
23. The delivery of the thought group is halting + the sound /k/ of the word ‘couldn’t’ is not aspirated + the article ‘the’ is mispronounced
24. The delivery of the thought group is halting + Word stress misplacement within the thought group + the /t/ sound of the word ‘told’ is not aspirated

25. The delivery of the thought group is halting + the article 'the' is mispronounced
26. Word stress misplacement within the thought group + The delivery of the thought group is halting + the word 'lived' is mispronounced
27. The delivery of the thought group is halting + the word 'house' is mispronounced
28. The delivery of the thought group is halting + Word stress misplacement within the thought group + the past ending -ed mispronunciation
29. The delivery of the thought group is halting + the word 'untidy' is mispronounced
30. The delivery of the thought group is halting + Word stress misplacement within the thought group + past ending -ed mispronunciation
31. Word stress misplacement within the word 'upstairs'
32. Word stress misplacement within the thought group
33. Word stress misplacement within the thought group + the delivery of the thought group is halting + the word 'tired' is mispronounced
34. the delivery of the thought group is halting + Word stress misplacement within the thought group
35. the delivery of the thought group is halting + the word 'find' is mispronounced
36. the delivery of the thought group is halting + the word 'argument' is mispronounced
37. Word stress misplacement within the thought group
38. Word stress misplacement within the thought group + the delivery of the thought group is halting + the word 'promised' is mispronounced + the /k/ sound of the word 'cook' is not aspirated
39. Word stress misplacement within the thought group + the delivery of the thought group is halting
40. the delivery of the thought group is halting + the /k/ sound of the word 'discovered' is not aspirated
41. the delivery of the thought group is halting + the word 'disguising' and 'as' are mispronounced
42. the delivery of the thought group is halting + Word stress misplacement within the thought group + the /t/ sound of the word 'took' is not aspirated + the past ending -ed of the word 'poisoned' is mispronounced
43. the delivery of the thought group is halting + the article 'the' and the word 'cottage' are mispronounced
44. the delivery of the thought group is halting + the past ending -ed is mispronounced
45. the delivery of the thought group is halting + the article 'the' is mispronounced
46. the delivery of the thought group is halting + the word 'sank' and 'unconsciousness' are mispronounced
47. the delivery of the thought group is halting + the word 'glass' is mispronounced
48. the word 'glass' is mispronounced
49. Word stress misplacement within the thought group
50. the delivery of the thought group is halting + the word 'through' is mispronounced
51. Word stress misplacement within the thought group + the word 'found' is mispronounced
52. Word stress misplacement within the thought group
53. the delivery of the thought group is halting + the past ending -ed of the word 'leaned' is mispronounced
54. the delivery of the thought group is halting
55. the delivery of the thought group is halting + the past ending -ed of the word 'opened' is mispronounced
56. Word stress misplacement within the thought group + the delivery of the thought group is halting

57. Word stress misplacement within the thought group + syllable stress misplacement within the word 'everyone'
58. Word stress misplacement within the thought group + the /t/ sound of the word 'took' is not aspirated
59. The past ending -ed is mispronounced

#### Errors Description

No	Error Description	Type of error
1	The /t/ sound is not aspirated	Phonemic
2	Word stress misplacement within the thought group	Stress pattern
3	Word stress misplacement within the thought group	Stress pattern
4	Word stress misplacement within the thought group	Stress pattern
5	Past ending -ed mispronunciation	Phonemic
6	Past ending -ed mispronunciation	Phonemic
7	The delivery of the thought group is halting	Flow related
8	Word stress misplacement within the thought group	Stress pattern
9	Word stress misplacement within the thought group	Stress pattern
10	The delivery of the thought group is halting + the word 'saw' is mispronounced	Flow related Phonemic
11	Word stress misplacement within the thought group	stress pattern
12	Word stress misplacement within the thought group	stress pattern
13	Word stress misplacement within the thought group + past ending -ed mispronunciation	stress pattern phonemic
14	Word stress misplacement within the thought group + the article 'the' and the word 'fairest' are mispronounced	Stress pattern Phonemic+
15	Mispronunciation	Phonemic
16	Word stress misplacement within the thought group + The delivery of the thought group is halting + the article 'the' and the word 'fairest' are mispronounced	Stress pattern Flow related Phonemic
17	Word stress misplacement within the thought group	stress pattern
18	Mispronunciation	Phonemic
19	Word stress misplacement within the thought group + the article 'the' and the word 'fairest' are mispronounced	stress pattern Phonemic+
20	The delivery of the thought group is halting + Word stress misplacement within the thought group	Flow related stress pattern
21	Mispronunciation	Phonemic
22	The delivery of the thought group is halting + the /k/ sound of the word 'kind' is not aspirated	Flow related Phonemic
23	The delivery of the thought group is halting + the sound /k/ of the word 'couldn't' is not aspirated + the article 'the' is mispronounced	Flow related Phonemic+
24	The delivery of the thought group is halting + Word stress misplacement within the thought group + the /t/ sound of the word 'told' is not aspirated	Flow related stress pattern Phonemic
25	The delivery of the thought group is halting + the article 'the' is mispronounced	Flow related Phonemic
26	Word stress misplacement within the thought group +	stress pattern

	The delivery of the thought group is halting + the word 'lived' is mispronounced	Flow related Phonemic
27	The delivery of the thought group is halting + the word 'house' is mispronounced	Flow related Phonemic
28	The delivery of the thought group is halting + Word stress misplacement within the thought group + the past ending -ed mispronunciation	Flow related stress pattern Phonemic
29	The delivery of the thought group is halting + the word 'untidy' is mispronounced	Flow related Phonemic
30	The delivery of the thought group is halting + Word stress misplacement within the thought group + past ending -ed mispronunciation	Flow related stress pattern Phonemic
31	Word stress misplacement within the word 'upstairs'	stress pattern
32	Word stress misplacement within the thought group	stress pattern
33	Word stress misplacement within the thought group + the delivery of the thought group is halting + the word 'tired' is mispronounced	stress pattern Flow related Phonemic
34	the delivery of the thought group is halting + Word stress misplacement within the thought group	Flow related stress pattern
35	the delivery of the thought group is halting + the word 'find' is mispronounced	Flow related Phonemic
36	the delivery of the thought group is halting + the word 'argument' is mispronounced	Flow related Phonemic
37	Word stress misplacement within the thought group	stress pattern
38	Word stress misplacement within the thought group + the delivery of the thought group is halting + the word 'promised' is mispronounced + the /k/ sound of the word 'cook' is not aspirated	stress pattern Flow related Phonemic+
39	Word stress misplacement within the thought group + the delivery of the thought group is halting	stress pattern Flow related
40	the delivery of the thought group is halting + the /k/ sound of the word 'discovered' is not aspirated	Flow related Phonemic
41	the delivery of the thought group is halting + the word 'disguising' and 'as' are mispronounced	Flow related Phonemic+
42	the delivery of the thought group is halting + Word stress misplacement within the thought group + the /t/ sound of the word 'took' is not aspirated + the past ending -ed of the word 'poisoned' is mispronounced	stress pattern Flow related Phonemic+
43	the delivery of the thought group is halting + the article 'the' and the word 'cottage' are mispronounced	Flow related Phonemic+
44	the delivery of the thought group is halting + the past ending -ed is mispronounced	Flow related Phonemic
45	the delivery of the thought group is halting + the article 'the' is mispronounced	Flow related Phonemic

46	the delivery of the thought group is halting + the word 'sank' and 'unconsciousness' are mispronounced	Flow related Phonemic+
47	the delivery of the thought group is halting + the word 'glass' is mispronounced	Flow related Phonemic
48	the word 'glass' is mispronounced	Phonemic
49	Word stress misplacement within the thought group	stress pattern
50	the delivery of the thought group is halting + the word 'through' is mispronounced	Flow related Phonemic
51	Word stress misplacement within the thought group + the word 'found' is mispronounced	stress pattern Phonemic
52	Word stress misplacement within the thought group	stress pattern
53	the delivery of the thought group is halting + the past ending -ed of the word 'leaned' is mispronounced	Flow related Phonemic
54	the delivery of the thought group is halting	Flow related
55	the delivery of the thought group is halting + the past ending -ed of the word 'opened' is mispronounced	Flow related Phonemic
56	Word stress misplacement within the thought group + the delivery of the thought group is halting	stress pattern Flow related
57	Word stress misplacement within the thought group + syllable stress misplacement within the word 'everyone'	stress pattern+
58	Word stress misplacement within the thought group + the /t/ sound of the word 'took' is not aspirated	stress pattern Phonemic
59	The past ending -ed is mispronounced	Phonemic
<b>Total errors: 111</b>		<b>47 phonemic errors = %</b> <b>32 stress pattern = %</b> <b>32 flow related = %</b>

Angelina Sandi Devina Putri

### Snow White and the Seven Dwarfs

A long time ago, | a child was born to a queen and king | and she was called Snow White. |  
1

When the queen died, | the king married again. | This new queen was wicked | and hated Snow white. |  
2 3 4

The queen gave orders | that Snow White was to be treated as a servant. |  
5 6

Snow White grew very beautiful | and one day | a Prince riding by saw her at work |

and fell in love with her. | The queen was beautiful too, | and every day | she asked her magic mirror, |  
7 8

"Who is the fairest in the land?" | and the mirror always answered, | "You are the fairest one of all". |  
9 10 11

But one day | the mirror answered | Snow White was the fairest in the land, | and in a rage |  
12 13 14

the queen gave orders to one of her Huntsmen | to take Snow White into the woods | and kill her. |

The Huntsman had a kind heart | and couldn't do the deed | so told her to run away. |  
15 16 17

She fled into the woods | where seven little dwarfs lived. | Their house was small | and strange. |  
18 19 20 21

Snow White entered the little house | and finding it very untidy, | started to clean up. |  
22 23

Upstairs | she found seven little beds. | She was very tired | and stretching out on one of the beds, |  
24 25

was soon asleep. | When the Dwarfs came home | they were surprised to find Snow White |  
26 27

and after some argument, | decided to let her stay. | She promised to cook | and look after them. |  
28 29 30

The Queen discovered where Snow White was living | and disguising herself as a witch, |  
31 32

took a poisoned apple | and set out for the Dwarfs cottage. |  
33 34

She gave Snow White the poisoned apple to eat | and as soon as she bit the apple, |  
35 36

she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
 37 38 39  
 and put her in it. | For days | she lay in the forest in her glass coffin. |  
 40  
One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
 41 42 43  
 He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
 44 45 46 47 48  
Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
 49 50  
 and lived happily ever after. |

### Errors Descriptions

1. Word stress misplacement within the thought group
2. Word stress misplacement within the thought group
3. Word stress misplacement within the thought group + the past ending –ed of the word ‘wicked’ is mispronounced
4. the past ending –ed of the word ‘hated’ is mispronounced
5. Word stress misplacement within the thought group
6. Word stress misplacement within the thought group + the past ending –ed of the word ‘treated’ is mispronounced
7. Word stress misplacement within the thought group
8. the past ending –ed of the word ‘asked’ is mispronounced
9. Word stress misplacement within the thought group
10. Mispronunciation
11. Word stress misplacement within the thought group + the word ‘fairest’ is mispronounced
12. Word stress misplacement within the thought group
13. Mispronunciation
14. Word stress misplacement within the thought group
15. The delivery of the thought group is halting
16. Word stress misplacement within the thought group
17. The delivery of the thought group is halting + the /t/sound of the word ‘told’ is not aspirated
18. The delivery of the thought group is halting
19. The delivery of the thought group is halting
20. Word stress misplacement within the thought group
21. The delivery of the thought group is halting
22. The past ending of the word ‘entered’ is mispronounced
23. The delivery of the thought group is halting
24. Word stress misplacement within the thought group
25. The word ‘she’ and ‘tired’ are mispronounced + Word stress misplacement within the thought group
26. The delivery of the thought group is halting

27. The delivery of the thought group is halting + Word stress misplacement within the thought group
28. Word stress misplacement within the thought group
29. The past ending-ed of the word 'decided' is mispronounced
30. The word 'she' and 'promised' are mispronounced
31. Word stress misplacement within the thought group + the past ending -ed of the word discovered is mispronounced
32. Word stress misplacement within the thought group + the word 'disguising' is mispronounced
33. The delivery of the thought group is halting
34. Word stress misplacement within the thought group + the word 'cottage' is mispronounced
35. Word stress misplacement within the thought group
36. The delivery of the thought group is halting + the word 'bit' is mispronounced
37. The delivery of the thought group is halting + the word 'she' and 'unconsciousness' are mispronounced
38. the word 'she' is mispronounced
39. The delivery of the thought group is halting
40. Word stress misplacement within the thought group + the word 'she' is mispronounced
41. Word stress misplacement within the thought group
42. The word 'through' is mispronounced
43. Word stress misplacement within the thought group
44. The delivery of the thought group is halting
45. The delivery of the thought group is halting
46. the word 'she' is mispronounced
47. the past ending -ed of the word 'opened' is mispronounced
48. Word stress misplacement within the thought group
49. Word stress misplacement within the thought group
50. Word stress misplacement within the thought group + the past ending -ed of the word married is mispronounced

### Errors Classification

No	Error Description	Type of error
1	Word stress misplacement within the thought group	Stress pattern
2	Word stress misplacement within the thought group	Stress pattern
3	Word stress misplacement within the thought group + the past ending -ed of the word 'wicked' is mispronounced	Stress pattern Phonemic
4	the past ending -ed of the word 'hated' is mispronounced	Phonemic
5	Word stress misplacement within the thought group	Stress pattern
6	Word stress misplacement within the thought group + the past ending -ed of the word 'treated' is mispronounced	Stress pattern Phonemic
7	Word stress misplacement within the thought group	Stress pattern
8	the past ending -ed of the word 'asked' is mispronounced	Phonemic
9	Word stress misplacement within the thought group	Stress pattern
10	Mispronunciation	Phonemic



11	Word stress misplacement within the thought group + the word 'fairest' is mispronounced	Stress pattern Phonemic
12	Word stress misplacement within the thought group	Stress pattern
13	Mispronunciation	phonemic
14	Word stress misplacement within the thought group	Stress pattern
15	The delivery of the thought group is halting	Flow related
16	Word stress misplacement within the thought group	Stress pattern
17	The delivery of the thought group is halting + the /t/sound of the word 'told' is not aspirated	Flow related phonemic
18	The delivery of the thought group is halting	Flow related
19	The delivery of the thought group is halting	Flow related
20	Word stress misplacement within the thought group	Stress pattern
21	The delivery of the thought group is halting	Flow related
22	The past ending of the word 'entered' is mispronounced	phonemic
23	The delivery of the thought group is halting	Flow related
24	Word stress misplacement within the thought group	Stress pattern
25	The word 'she' and 'tired' are mispronounced + Word stress misplacement within the thought group	Phonemic+ Stress pattern
26	The delivery of the thought group is halting	Flow related
27	The delivery of the thought group is halting + Word stress misplacement within the thought group	Flow related Stress pattern
28	Word stress misplacement within the thought group	Stress pattern
29	The past ending-ed of the word 'decided' is mispronounced	phonemic
30	The word 'she' and 'promised' are mispronounced	Phonemic+
31	Word stress misplacement within the thought group + the past ending -ed of the word discovered is mispronounced	Phonemic Stress pattern
32	Word stress misplacement within the thought group + the word 'disguising' is mispronounced	Phonemic Stress pattern
33	The delivery of the thought group is halting	Flow related
34	Word stress misplacement within the thought group + the word 'cottage' is mispronounced	Phonemic Stress pattern
35	Word stress misplacement within the thought group	Stress pattern
36	The delivery of the thought group is halting + the word 'bit' is mispronounced	Flow related Phonemic
37	The delivery of the thought group is halting + the word 'she' and 'unconsciousness' are mispronounced	Flow related Phonemic+
38	the word 'she' is mispronounced	Phonemic
39	The delivery of the thought group is halting	Flow related
40	Word stress misplacement within the thought group + the word 'she' is mispronounced	Phonemic Stress pattern
41	Word stress misplacement within the thought group	Stress pattern
42	The word 'through' is mispronounced	Phonemic
43	Word stress misplacement within the thought group	Stress pattern
44	The delivery of the thought group is halting	Flow related
45	The delivery of the thought group is halting	Flow related
46	the word 'she' is mispronounced	Phonemic
47	the past ending -ed of the word 'opened' is	Phonemic

	mispronounced	
48	Word stress misplacement within the thought group	Stress pattern
49	Word stress misplacement within the thought group	Stress pattern
50	Word stress misplacement within the thought group + the past ending –ed of the word married is mispronounced	Stress pattern Phonemic
<b>Total errors: 66</b>		<b>26 phonemic errors = %</b> <b>26 stress pattern errors = %</b> <b>14 Flow related = %</b>

## Ika Aprianti

## Snow White and the Seven Dwarfs

A long time ago, | a child was born to a queen and king | and she was called Snow White. |  
 1 2  
 When the queen died, | the king married again. | This new queen was wicked | and hated Snow white. |  
 3 4  
 The queen gave orders | that Snow White was to be treated as a servant. |  
 5 6 7  
 Snow White grew very beautiful | and one day | a Prince riding by saw her at work |  
 8 9  
 and fell in love with her. | The queen was beautiful too, | and every day | she asked her magic mirror, |  
 10  
 "Who is the fairest in the land?" | and the mirror always answered, | "You are the fairest one of all". |  
 11 12  
 But one day | the mirror answered | Snow White was the fairest in the land, | and in a rage |  
 the queen gave orders to one of her Huntsmen | to take Snow White into the woods | and kill her. |  
 13 14  
 The Huntsman had a kind heart | and couldn't do the deed | so told her to run away. |  
 15 16  
 She fled into the woods | where seven little dwarfs lived. | Their house was small | and strange. |  
 17 18  
 Snow White entered the little house | and finding it very untidy, | started to clean up. |  
 19 20 21  
Upstairs | she found seven little beds. | She was very tired | and stretching out on one of the beds, |  
 22 23  
 was soon asleep. | When the Dwarfs came home | they were surprised to find Snow White |  
 24 25  
 and after some argument, | decided to let her stay. | She promised to cook | and look after them. |  
 26 27 28  
 The Queen discovered where Snow White was living | and disguising herself as a witch, |  
 29  
 took a poisoned apple | and set out for the Dwarfs cottage. |  
 She gave Snow White the poisoned apple to eat | and as soon as she bit the apple, |

she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
 30 31  
 and put her in it. | For days | she lay in the forest in her glass coffin. |  
 31 32  
One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
 33 34 35  
 He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
 Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
 36 37  
 and lived happily ever after. |

### Errors Descriptions

1. Word stress misplacement within the thought group
2. Word stress misplacement within the thought group
3. The past ending –ed is mispronounced
4. The past ending –ed is mispronounced
5. Word stress misplacement within the thought group
6. Word stress misplacement within the thought group
7. Mispronunciation
8. Word stress misplacement within the thought group
9. The delivery of the thought group is halting
10. Mispronunciation
11. Mispronunciation
12. Mispronunciation
13. Mispronunciation
14. The delivery of the thought group is halting
15. Word stress misplacement within the thought group
16. Word stress misplacement within the thought group
17. Word stress misplacement within the thought group
18. The /t/ sound is not aspirated
19. Word stress misplacement within the thought group
20. The pronunciation of the word ‘was’ is skipped + Word stress misplacement within the thought group + the word ‘tired’ is mispronounced
21. The delivery of the thought group is halting + Word stress misplacement within the thought group
22. The delivery of the thought group is halting + the word ‘dwarf’ is mispronounced
23. The delivery of the thought group is halting
24. The delivery of the thought group is halting
25. Word stress misplacement within the thought group + the word ‘promised’ is mispronounced
26. Word stress misplacement within the thought group
27. Mispronunciation

28. Mispronunciation
29. Word stress misplacement within the thought group
30. Word stress misplacement within the thought group + the word 'sank' and 'unconsciousness' are mispronounced + the delivery of the thought group is halting
31. Word stress misplacement within the thought group + the word 'dwarfs' and 'built are mispronounced
32. Word stress misplacement within the thought group
33. Word stress misplacement within the thought group + the word 'lay' is mispronounced
34. Word stress misplacement within the thought group
35. Word stress misplacement within the thought group
36. Mispronunciation
37. The word 'his' and 'palace' are mispronounced

#### Errors Classification

No	Error Description	Type of error
1	Word stress misplacement within the thought group	Stress pattern
2	Word stress misplacement within the thought group	Stress pattern
3	The past ending -ed is mispronounced	Phonemic
4	The past ending -ed is mispronounced	Phonemic
5	Word stress misplacement within the thought group	Stress pattern
6	Word stress misplacement within the thought group	Stress pattern
7	Mispronunciation	Phonemic
8	Word stress misplacement within the thought group	Stress pattern
9	The delivery of the thought group is halting	Flow related
10	Mispronunciation	Phonemic
11	Mispronunciation	Phonemic
12	Mispronunciation	Phonemic
13	Mispronunciation	phonemic
14	The delivery of the thought group is halting	Flow related
15	Word stress misplacement within the thought group	Stress pattern
16	Word stress misplacement within the thought group	Stress pattern
17	Word stress misplacement within the thought group	Stress pattern
18	The /t/ sound is not aspirated	Phonemic
19	Word stress misplacement within the thought group	Stress pattern
20	The pronunciation of the word 'was' is skipped + Word stress misplacement within the thought group + the word 'tired' is mispronounced	Flow related Stress pattern Phonemic
21	The delivery of the thought group is halting + Word stress misplacement within the thought group	Stress pattern Flow related
22	The delivery of the thought group is halting + the word 'dwarf' is mispronounced	Flow related Phonemic
23	The delivery of the thought group is halting	Flow related
24	The delivery of the thought group is halting	Flow related
25	Word stress misplacement within the thought group + the word 'promised' is mispronounced	Stress pattern Phonemic
26	Word stress misplacement within the thought group	Stress pattern
27	Mispronunciation	Phonemic

28	Mispronunciation	Phonemic
29	Word stress misplacement within the thought group	Stress pattern
30	Word stress misplacement within the thought group + the word 'sank' and 'unconsciousness' are mispronounced + the delivery of the thought group is halting	Stress pattern Phonemic+ Flow related
31	Word stress misplacement within the thought group + the word 'dwarfs' and 'built are mispronounced	Stress pattern Phonemic
32	Word stress misplacement within the thought group	Stress pattern
33	Word stress misplacement within the thought group + the word 'lay' is mispronounced	Stress pattern Phonemic
34	Word stress misplacement within the thought group	Stress pattern
35	Word stress misplacement within the thought group	Stress pattern
36	Mispronunciation	Phonemic
37	The word 'his' and 'palace' are mispronounced	Phonemic
<b>Total errors: 47</b>		<b>19 phonemic errors = %</b> <b>20 stress pattern errors = %</b> <b>8 flow related errors = %</b>

Naufal Ahmad

### Snow White and the Seven Dwarfs

A long time ago, | a child was born to a queen and king | and she was called Snow White. |  
 1

When the queen died, | the king married again. | This new queen was wicked | and hated Snow white. |  
 2 3

The queen gave orders | that Snow White was to be treated as a servant. |  
 4 5

Snow White grew very beautiful | and one day | a Prince riding by saw her at work |  
 6 7

and fell in love with her. | The queen was beautiful too, | and every day | she asked her magic mirror, |  
 8 9

"Who is the fairest in the land?" | and the mirror always answered, | "You are the fairest one of all". |  
 10 11 12

But one day | the mirror answered | Snow White was the fairest in the land, | and in a rage |  
 13 14 15

the queen gave orders to one of her Huntsmen | to take Snow White into the woods | and kill her. |  
 16 17

The Huntsman had a kind heart | and couldn't do the deed | so told her to run away. |  
 18 19 20 21

She fled into the woods | where seven little dwarfs lived. | Their house was small | and strange. |  
 22 23

Snow White entered the little house | and finding it very untidy, | started to clean up. |  
 24 25

Upstairs | she found seven little beds. | She was very tired | and stretching out on one of the beds, |  
 26 27

was soon asleep. | When the Dwarfs came home | they were surprised to find Snow White |  
 28 29

and after some argument, | decided to let her stay. | She promised to cook | and look after them. |  
 30 31 32

The Queen discovered where Snow White was living | and disguising herself as a witch, |  
 33 34

took a poisoned apple | and set out for the Dwarfs cottage. |  
 35 36

She gave Snow White the poisoned apple to eat | and as soon as she bit the apple, |  
 35 36

she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
 37 38 39  
 and put her in it. | For days | she lay in the forest in her glass coffin. |  
 40 41  
One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
 42 43  
 He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
 44 45 46  
 Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
 47 48  
 and lived happily ever after. |

### Errors Descriptions

1. The /t/ sound is not aspirated
2. Word stress misplacement within the thought group
3. Past ending –ed is mispronounced
4. Mispronunciation
5. Past ending –ed is mispronounced
6. Mispronunciation
7. Word stress misplacement within the thought group
8. The /t/ sound is not aspirated
9. The delivery of the thought group is halting + the past ending –ed of the word ‘asked’ is mispronounced
10. Word stress misplacement within the thought group
11. The delivery of the thought group is halting + the word ‘answered’ is mispronounced
12. Word stress misplacement within the thought group
13. The delivery of the thought group is halting
14. Mispronunciation
15. The delivery of the thought group is halting + the word ‘rage’ is mispronounced
16. The delivery of the thought group is halting
17. The delivery of the thought group is halting + the /t/ sound of the word ‘take’ is not aspirated
18. The /t/ sound is not aspirated
19. Mispronunciation
20. The delivery of the thought group is halting + the word ‘couldn’t’ is mispronounced
21. The /t/ sound is not aspirated
22. Word stress misplacement within the thought group
23. The delivery of the thought group is halting + Word stress misplacement within the thought group
24. The /t/ sound is not aspirated
25. Past ending –ed is mispronounced
26. Word stress misplacement within the thought group + the ‘tired’ is mispronounced
27. The delivery of the thought group is halting



28. The delivery of the thought group is halting + Word stress misplacement within the thought group
29. The delivery of the thought group is halting + Word stress misplacement within the thought group
30. Mispronunciation
31. The /k/ sound is not aspirated
32. Word stress misplacement within the thought group
33. The delivery of the thought group is halting + the /t/ sound is not aspirated
34. The delivery of the thought group is halting + the word 'cottage' is mispronounced
35. Mispronunciation
36. Mispronunciation
37. Word stress misplacement within the thought group + the word 'she' and 'unconsciousness' are mispronounced
38. Word stress misplacement within the thought group + the word 'thinking' is mispronounced
39. The delivery of the thought group is halting + Word stress misplacement within the thought group + the word 'built' and 'glass' are mispronounced
40. Word stress misplacement within the thought group
41. Mispronunciation
42. The delivery of the thought group is halting
43. Mispronunciation
44. The delivery of the thought group is halting
45. Past ending -ed is mispronounced
46. The delivery of the thought group is halting
47. Mispronunciation
48. The delivery of the thought group is halting

#### Errors Classification

No	Error Description	Type of error
1	The /t/ sound is not aspirated	Phonemic
2	Word stress misplacement within the thought group	Stress pattern
3	Past ending -ed is mispronounced	Phonemic
4	Mispronunciation	Phonemic
5	Past ending -ed is mispronounced	Phonemic
6	Mispronunciation	Phonemic
7	Word stress misplacement within the thought group	Phonemic Stress pattern
8	The /t/ sound is not aspirated	Phonemic
9	The delivery of the thought group is halting + the past ending -ed of the word 'asked' is mispronounced	Phonemic Flow related
10	Word stress misplacement within the thought group	Stress pattern
11	The delivery of the thought group is halting + the word 'answered' is mispronounced	Phonemic Flow related
12	Word stress misplacement within the thought group	Stress pattern
13	The delivery of the thought group is halting	Phonemic Flow related
14	Mispronunciation	Phonemic
15	The delivery of the thought group is halting + the word 'rage' is mispronounced	Phonemic Flow related

16	The delivery of the thought group is halting	Flow related
17	The delivery of the thought group is halting + the /t/ sound of the word 'take' is not aspirated	Phonemic Flow related
18	The /t/ sound is not aspirated	Phonemic
19	Mispronunciation	Phonemic
20	The delivery of the thought group is halting + the word 'couldn't' is mispronounced	Phonemic Flow related
21	The /t/ sound is not aspirated	Phonemic
22	Word stress misplacement within the thought group	Stress pattern
23	The delivery of the thought group is halting + Word stress misplacement within the thought group	Stress pattern Flow related
24	The /t/ sound is not aspirated	Phonemic
25	Past ending -ed is mispronounced	Phonemic
26	Word stress misplacement within the thought group + the 'tired' is mispronounced	Phonemic Stress pattern
27	The delivery of the thought group is halting	Flow related
28	The delivery of the thought group is halting + Word stress misplacement within the thought group	Stress pattern Flow related
29	The delivery of the thought group is halting + Word stress misplacement within the thought group	Stress pattern Flow related
30	Mispronunciation	Phonemic
31	The /k/ sound is not aspirated	Phonemic
32	Word stress misplacement within the thought group	Stress pattern
33	The delivery of the thought group is halting + the /t/ sound is not aspirated	Phonemic Flow related
34	The delivery of the thought group is halting + the word 'cottage' is mispronounced	Phonemic Flow related
35	Mispronunciation	Phonemic
36	Mispronunciation	Phonemic
37	Word stress misplacement within the thought group + the word 'she' and 'unconsciousness' are mispronounced	Phonemic+ Stress pattern
38	Word stress misplacement within the thought group + the word 'thinking' is mispronounced	Phonemic Stress pattern
39	The delivery of the thought group is halting + Word stress misplacement within the thought group + the word 'built' and 'glass' are mispronounced	Phonemic+ Stress pattern Flow related
40	Word stress misplacement within the thought group	Stress pattern
41	Mispronunciation	Phonemic
42	The delivery of the thought group is halting	Flow related
43	Mispronunciation	Phonemic
44	The delivery of the thought group is halting	Flow related
45	Past ending -ed is mispronounced	Phonemic
46	The delivery of the thought group is halting	Flow related
47	Mispronunciation	Phonemic
48	The delivery of the thought group is halting	Flow related
<b>Total errors: 67</b>		<b>35 phonemic errors = %</b> <b>14 stress pattern errors = %</b> <b>18 flow related = %</b>

Nuriana Sekarlintang

### Snow White and the Seven Dwarfs

A long <sub>1</sub> time ago, | a child was born to a queen and king | and she was called Snow White. <sub>2</sub> |

When the queen died, | the king married again. | This new queen was wicked | and hated <sub>3</sub> Snow white. |

The queen gave orders | that Snow White was to be treated <sub>4</sub> as a servant. |

Snow White grew very beautiful | and one day | a Prince riding by saw her at work |

and fell in love with her. | The queen was beautiful too, | and every day | she asked <sub>5</sub> her magic mirror, |

"Who is the fairest in the land?" | and the mirror always answered, | "You are the fairest one of all." <sub>6</sub> |

But one day | the mirror answered | Snow White was the fairest in the land, <sub>7</sub> | and in a rage |

the queen gave orders to one of her Huntsmen | to take Snow White into the woods | and kill her. |

The Huntsman had a kind heart <sub>8</sub> | and couldn't do the deed <sub>9</sub> | so told her to run away. |

She fled into the woods | where seven little dwarfs lived. | Their house was small | and strange. |

Snow White entered the little house | and finding it very untidy, | started to clean up. |

Upstairs | she found seven little beds. | She was very tired | and stretching out on one of the beds, |

was soon asleep. | When the Dwarfs came home <sub>10</sub> | they were surprised to find Snow White <sub>11</sub> |

and after some argument, | decided to let her stay. | She promised to cook | and look after them. |

The Queen discovered where Snow White was living | and disguising herself as a witch, |

took a poisoned apple | and set out for the Dwarfs cottage. <sub>12</sub> <sub>13</sub> |

She gave <sub>14</sub> Snow White the poisoned apple to eat | and as soon as she bit <sub>15</sub> the apple, |

she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
 16 17 18  
 and put her in it. | For days | she lay in the forest in her glass coffin. |  
 19  
 One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
 He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
 Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
 20  
 and lived happily ever after. |

### Errors Descriptions

1. The /t/ sound is not aspirated
2. Word stress misplacement within the thought group
3. Past ending –ed is mispronounced
4. Past ending –ed is mispronounced
5. Mispronunciation
6. Word stress misplacement within the thought group
7. Word stress misplacement within the thought group
8. Mispronunciation
9. Word stress misplacement within the thought group
10. Word stress misplacement within the thought group
11. Word stress misplacement within the thought group
12. Mispronunciation
13. Mispronunciation
14. The delivery of the thought group is halting
15. Mispronunciation
16. Mispronunciation
17. Word stress misplacement within the thought group
18. Mispronunciation
19. Word stress misplacement within the thought group
20. Word stress misplacement within the thought group

### Errors Classification

No	Error Description	Type of error
1	The /t/ sound is not aspirated	Phonemic
2	Word stress misplacement within the thought group	Stress pattern
3	Past ending –ed is mispronounced	Phonemic
4	Past ending –ed is mispronounced	Phonemic
5	Mispronunciation	Phonemic
6	Word stress misplacement within the thought group	Stress pattern
7	Word stress misplacement within the thought group	Stress pattern

8	Mispronunciation	Phonemic
9	Word stress misplacement within the thought group	Stress pattern
10	Word stress misplacement within the thought group	Stress pattern
11	Word stress misplacement within the thought group	Stress pattern
12	Mispronunciation	Phonemic
13	Mispronunciation	phonemic
14	The delivery of the thought group is halting	Flow related
15	Mispronunciation	Phonemic
16	Mispronunciation	Phonemic
17	Word stress misplacement within the thought group	Stress pattern
18	Mispronunciation	Phonemic
19	Word stress misplacement within the thought group	Stress pattern
20	Word stress misplacement within the thought group	Stress pattern
<b>Total errors: 20</b>		<b>10 phonemic errors = %</b> <b>9 stress pattern errors = %</b> <b>1 flow related errors = %</b>

R.R Salma Fitri Kusumastuti

### Snow White and the Seven Dwarfs

A **long** time ago, | a **child** was born to a queen and king | and she was called **Snow White**. |  
 1

When the queen **died**, | the king **married** again. | This new queen was **wicked** | and **hated** Snow white. |  
 2 3 4

The queen gave **orders** | that Snow White was to be treated as a **servant**. |  
 5

Snow White grew **very** beautiful | and **one** day | a **Prince** riding by saw her at work |  
 6 7

and **fell** in love with her. | The queen was beautiful **too**, | and **every** day | she asked her **magic** mirror, |  
 8

"**Who** is the fairest in the land?" | and the mirror always **answered**, | "**You** are the fairest one of all". |  
 9 10

But **one** day | the mirror **answered** | **Snow** White was the fairest in the land, | and in a **rage** |

the queen gave orders to one of her **Huntsmen** | to take Snow White into the **woods** | and **kill** her. |

The Huntsman had a **kind** heart | and **couldn't** do the deed | so told her to **run** away. |  
 11 12

She **fled** into the woods | where **seven** little dwarfs lived. | Their house was **small** | and **strange**. |  
 13

Snow White **entered** the little house | and finding it very **untidy**, | started to **clean** up. |  
 14

**Upstairs** | she found **seven** little beds. | She was **very** **tired** | and stretching out on **one** of the beds, |  
 15

was **soon** asleep. | When the Dwarfs came **home** | they were **surprised** to find Snow White |  
 16

and after some **argument**, | decided to **let** her stay. | She promised to **cook** | and **look** after them. |  
 17 18

The Queen **discovered** where Snow White was living | and disguising herself as a **witch**, |  
 19

took a **poisoned** apple | and set out for the **Dwarfs** cottage. |  
 20

She **gave** Snow White the poisoned apple to eat | and as soon as she **bit** the apple, |  
 21 22

she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
 23 24 25  
 and put her in it. | For days | she lay in the forest in her glass coffin. |  
 26  
One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
 27 28  
 He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
 29 30  
Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
 31 32  
 and lived happily ever after. |

### Errors Descriptions

1. Word stress misplacement within the thought group
2. Word stress misplacement within the thought group
3. Word stress misplacement within the thought group + Past ending –ed or the word ‘wicked’ is mispronounced
4. Past ending –ed is mispronounced
5. Word stress misplacement within the thought group
6. Mispronunciation
7. Mispronunciation
8. Mispronunciation
9. Word stress misplacement within the thought group
10. Word stress misplacement within the thought group
11. The delivery of the thought group is halting
12. Word stress misplacement within the thought group
13. Word stress misplacement within the thought group
14. Skipped
15. Mispronunciation
16. Word stress misplacement within the thought group
17. Syllable stress misplacement within the word ‘argument’
18. Word stress misplacement within the thought group
19. Mispronunciation
20. Mispronunciation
21. Word stress misplacement within the thought group
22. Word stress misplacement within the thought group
23. Syllable stress misplacement within the word ‘unconsciousness’
24. Word stress misplacement within the thought group
25. Word stress misplacement within the thought group
26. Mispronunciation
27. Mispronunciation
28. Word stress misplacement within the thought group
29. Word stress misplacement within the thought group

- 30. Mispronunciation
- 31. Mispronunciation
- 32. Mispronunciation

#### Errors Classification

No	Error Description	Type of error
1	Word stress misplacement within the thought group	Stress pattern
2	Word stress misplacement within the thought group	Stress pattern
3	Word stress misplacement within the thought group + Past ending –ed or the word ‘wicked’ is mispronounced	Stress pattern Phonemic
4	Past ending –ed is mispronounced	Phonemic
5	Word stress misplacement within the thought group	Stress pattern
6	Mispronunciation	Phonemic
7	Mispronunciation	Phonemic
8	Mispronunciation	Phonemic
9	Word stress misplacement within the thought group	Stress pattern
10	Word stress misplacement within the thought group	Stress pattern
11	The delivery of the thought group is halting	Flow related
12	Word stress misplacement within the thought group	Stress pattern
13	Word stress misplacement within the thought group	Stress pattern
14	Skipped	Flow related
15	Mispronunciation	Phonemic
16	Word stress misplacement within the thought group	Stress pattern
17	Syllable stress misplacement within the word ‘argument’	Stress pattern
18	Word stress misplacement within the thought group	Stress pattern
19	Mispronunciation	Phonemic
20	Mispronunciation	Phonemic
21	Word stress misplacement within the thought group	Stress pattern
22	Word stress misplacement within the thought group	Stress pattern
23	Syllable stress misplacement within the word ‘unconsciousness’	Stress pattern
24	Word stress misplacement within the thought group	Stress pattern
25	Word stress misplacement within the thought group	Stress pattern
26	Mispronunciation	Phonemic
27	Mispronunciation	Phonemic
28	Word stress misplacement within the thought group	Stress pattern
29	Word stress misplacement within the thought group	Stress pattern
30	Mispronunciation	Phonemic
31	Mispronunciation	Phonemic
32	Mispronunciation	Phonemic
<b>Total errors: 33</b>		<b>13 phonemic errors = %</b> <b>18 stress pattern errors = %</b> <b>2 flow related error = %</b>



Rifqie Zullian

### Snow White and the Seven Dwarfs

A **long** time ago, | a **child** was born to a queen and king | and she was called **Snow White**. |  
 1 2

When the queen **died**, | the king **married** again. | This new queen was **wicked** | and **hated** Snow white. |  
 3 4

The queen gave **orders** | that Snow White was to be treated as a **servant**. |  
 5 6

Snow White grew **very** beautiful | and **one** day | a **Prince** riding by saw her at work |  
 7

and **fell** in love with her. | The queen was beautiful **too**, | and **every** day | she asked her **magic** mirror, |  
 8 9

"**Who** is the fairest in the land?" | and the mirror always **answered**, | "**You** are the fairest one of all". |  
 10 11 12

But **one** day | the mirror **answered** | **Snow White** was the fairest in the land, | and in a **rage** |  
 13

the queen gave orders to one of her **Huntsmen** | to take Snow White into the **woods** | and **kill** her. |  
 14 15

The Huntsman had a **kind** heart | and **couldn't** do the deed | so told her to **run** away. |  
 16

She **fled** into the woods | where **seven** little dwarfs lived. | Their house was **small** | and **strange**. |  
 17 18

Snow White **entered** the little house | and finding it very **untidy**, | started to **clean** up. |  
 19

**Upstairs** | she found **seven** little beds. | She was **very** tired | and stretching out on **one** of the beds, |  
 20

was **soon** asleep. | When the Dwarfs came **home** | they were **surprised** to find Snow White |  
 21

and after some **argument**, | decided to **let** her stay. | She **promised** to **cook** | and **look** after them. |  
 22 23 24

The Queen **discovered** where Snow White was living | and disguising herself as a **witch**, |  
 25

took a **poisoned** apple | and set out for the **Dwarfs** cottage. |  
 26

She **gave** Snow White the poisoned apple to eat | and as soon as she **bit** the apple, |  
 27 28

she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
 29 30 31  
 and put her in it. | For days | she lay in the forest in her glass coffin. |  
 32  
One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
 33 34  
 He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
 35 36  
 Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
 37  
 and lived happily ever after. |

### Errors Descriptions

1. Word stress misplacement within the thought group
2. Word stress misplacement within the thought group
3. Word stress misplacement within the thought group + Past ending –ed or the word ‘wicked’ is mispronounced
4. Past ending –ed is mispronounced
5. Word stress misplacement within the thought group
6. Word stress misplacement within the thought group
7. The delivery of the thought group is halting
8. Word stress misplacement within the thought group
9. Word stress misplacement within the thought group
10. The delivery of the thought group is halting + the word ‘fairest’ is mispronounced
11. Past ending –ed is mispronounced
12. Word stress misplacement within the thought group + the word ‘fairest’ is mispronounced + the delivery of the thought group is halting
13. Word stress misplacement within the thought group
14. The delivery of the thought group is halting
15. Word stress misplacement within the thought group + the article ‘the’ is mispronounced
16. Word stress misplacement within the thought group + the delivery of the thought group is halting
17. the article ‘the’ is mispronounced
18. Word stress misplacement within the thought group
19. Word stress misplacement within the thought group
20. Syllable stress misplacement within the word ‘upstairs’
21. Word stress misplacement within the thought group
22. Syllable stress misplacement within the word ‘argument’
23. Word stress misplacement within the thought group
24. Syllable stress misplacement within the word ‘promised’
25. The delivery of the thought group is halting
26. Syllable stress misplacement within the word ‘cottage’
27. Word stress misplacement within the thought group

28. The delivery of the thought group is halting + Word stress misplacement within the thought group + the past ending –ed of the word ‘poisoned’ is mispronounced
29. Mispronunciation
30. Mispronunciation
31. Word stress misplacement within the thought group + the word ‘Dwarfs’ is mispronounced
32. Word stress misplacement within the thought group
33. The delivery of the thought group is halting
34. The past ending –ed is mispronounced
35. Mispronunciation
36. Mispronunciation
37. The delivery of the thought group is halting

### Errors Classification

No	Error Description	Type of error
1	Word stress misplacement within the thought group	Phonemic
2	Word stress misplacement within the thought group	Stress pattern
3	Word stress misplacement within the thought group + Past ending –ed or the word ‘wicked’ is mispronounced	Phonemic Stress pattern
4	Past ending –ed is mispronounced	Phonemic
5	Word stress misplacement within the thought group	Stress pattern
6	Word stress misplacement within the thought group	Stress pattern
7	The delivery of the thought group is halting	Flow related
8	Word stress misplacement within the thought group	Stress pattern
9	Word stress misplacement within the thought group	Stress pattern
10	The delivery of the thought group is halting + the word ‘fairest’ is mispronounced	Phonemic Flow related
11	Past ending –ed is mispronounced	Phonemic
12	Word stress misplacement within the thought group + the word ‘fairest’ is mispronounced + the delivery of the thought group is halting	Phonemic Stress pattern
13	Word stress misplacement within the thought group	Stress pattern
14	The delivery of the thought group is halting	Flow related
15	Word stress misplacement within the thought group + the article ‘the’ is mispronounced	Phonemic Stress pattern
16	Word stress misplacement within the thought group + the delivery of the thought group is halting	Stress pattern Flow related
17	the article ‘the’ is mispronounced	Phonemic
18	Word stress misplacement within the thought group	Stress pattern
19	Word stress misplacement within the thought group	Stress pattern
20	Syllable stress misplacement within the word ‘upstairs’	Stress pattern
21	Word stress misplacement within the thought group	Stress pattern
22	Syllable stress misplacement within the word ‘argument’	Stress pattern
23	Word stress misplacement within the thought group	Stress pattern
24	Syllable stress misplacement within the word ‘promised’	Stress pattern
25	The delivery of the thought group is halting	Flow related
26	Syllable stress misplacement within the word ‘cottage’	Stress pattern
27	Word stress misplacement within the thought group	Stress pattern

28	The delivery of the thought group is halting + Word stress misplacement within the thought group + the past ending –ed of the word ‘poisoned’ is mispronounced	Phonemic Stress pattern Flow related
29	Mispronunciation	Phonemic
30	Mispronunciation	Phonemic
31	Word stress misplacement within the thought group + the word ‘Dwarfs’ is mispronounced	Phonemic Stress pattern
32	Word stress misplacement within the thought group	Stress pattern
33	The delivery of the thought group is halting	Flow related
34	The past ending –ed is mispronounced	Phonemic
35	Mispronunciation	Phonemic
36	Mispronunciation	Phonemic
37	The delivery of the thought group is halting	Flow related
<b>Total errors: 45</b>		<b>15 phonemic = %</b> <b>22 stress pattern = %</b> <b>8 flow related = %</b>

## Scholastica Asyana

## Snow White and the Seven Dwarfs

A **long** time ago, | a **child** was born to a queen and king | and she was called **Snow** White. |  
1

When the queen **died**, | the king **married** again. | This new queen was **wicked** | and **hated** Snow white. |

The queen gave **orders** | that Snow White was to be treated as a **servant**. |  
2

Snow White grew **very** beautiful | and **one** day | a **Prince** riding by saw her at work |  
3 4

and **fell** in love with her. | The queen was beautiful **too**, | and **every** day | she asked her **magic** mirror, |  
5

"**Who** is the fairest in the land?" | and the mirror always **answered**, | "**You** are the fairest one of all". |  
6 7

But **one** day | the mirror **answered** | **Snow** White was the fairest in the land, | and in a **rage** |

the queen gave orders to one of her **Huntsmen** | to take Snow White into the **woods** | and **kill** her. |

The Huntsman had a **kind** heart | and **couldn't** do the deed | so told her to **run** away. |

She **fled** into the woods | where **seven** little dwarfs lived. | Their house was **small** | and **strange**. |  
8

Snow White **entered** the little house | and finding it very **untidy**, | started to **clean** up. |

**Upstairs** | she found **seven** little beds. | She was **very** tired | and stretching out on **one** of the **beds**, |  
9 10

was **soon** asleep. | When the Dwarfs came **home** | they were **surprised** to find Snow White |  
11

and after some **argument**, | decided to **let** her stay. | She promised to **cook** | and **look** after them. |  
12 13

The Queen **discovered** where Snow White was living | and disguising herself as a **witch**, |

took a **poisoned** apple | and set out for the **Dwarfs** **cottage**. |  
14 15

She **gave** Snow White the poisoned apple to eat | and as soon as she **bit** the apple, |  
16 17

she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
 18 19 20  
 and put her in it. | For days | she lay in the forest in her glass coffin. |  
 21 22  
 One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
 23  
 He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
 24 25  
 Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
 24 25  
 and lived happily ever after. |

### Errors Descriptions

1. Word stress misplacement within the thought group
2. Word stress misplacement within the thought group
3. Word stress misplacement within the thought group
4. Word stress misplacement within the thought group
5. The delivery of the thought group is halting
6. The delivery of the thought group is halting + Word stress misplacement within the thought group
7. Word stress misplacement within the thought group
8. Word stress misplacement within the thought group
9. Word stress misplacement within the thought group
10. Mispronunciation
11. Word stress misplacement within the thought group
12. The delivery of the thought group is halting
13. Word stress misplacement within the thought group
14. the article 'the' is mispronounced
15. Mispronunciation
16. Word stress misplacement within the thought group
17. Word stress misplacement within the thought group
18. Word stress misplacement within the thought group
19. Word stress misplacement within the thought group
20. Word stress misplacement within the thought group
21. Word stress misplacement within the thought group
22. Word stress misplacement within the thought group
23. Word stress misplacement within the thought group
24. Word stress misplacement within the thought group
25. Mispronunciation

### Errors Classification

No	Error Description	Type of error
1	Word stress misplacement within the thought group	Stress pattern
2	Word stress misplacement within the thought group	Stress pattern

3	Word stress misplacement within the thought group	Stress pattern
4	Word stress misplacement within the thought group	Stress pattern
5	The delivery of the thought group is halting	Flow related
6	The delivery of the thought group is halting + Word stress misplacement within the thought group	Flow related Stress pattern
7	Word stress misplacement within the thought group	Stress pattern
8	Word stress misplacement within the thought group	Stress pattern
9	Word stress misplacement within the thought group	Stress pattern
10	Mispronunciation	Phonemic
11	Word stress misplacement within the thought group	stress pattern
12	The delivery of the thought group is halting	Flow related
13	Word stress misplacement within the thought group	Stress pattern
14	the article 'the' is mispronounced	Phonemic
15	Mispronunciation	Phonemic
16	Word stress misplacement within the thought group	Stress pattern
17	Word stress misplacement within the thought group	Stress pattern
18	Word stress misplacement within the thought group	Stress pattern
19	Word stress misplacement within the thought group	Stress pattern
20	Word stress misplacement within the thought group	Stress pattern
21	Word stress misplacement within the thought group	Stress pattern
22	Word stress misplacement within the thought group	Stress pattern
23	Word stress misplacement within the thought group	Stress pattern
24	Word stress misplacement within the thought group	Stress pattern
25	Mispronunciation	Phonemic
<b>Total errors: 26</b>		<b>4 phonemic errors = %</b> <b>19 stress pattern errors = %</b> <b>3 flow related errors = %</b>

Yashinta Rika Verliana

### Snow White and the Seven Dwarfs

A long time ago, | a child was born to a queen and king | and she was called Snow White. |  
 1

When the queen died, | the king married again. | This new queen was wicked | and hated Snow white. |  
 2 3

The queen gave orders | that Snow White was to be treated as a servant. |  
 4 5

Snow White grew very beautiful | and one day | a Prince riding by saw her at work |  
 6 7 8

and fell in love with her. | The queen was beautiful too, | and every day | she asked her magic mirror, |  
 9 10

"Who is the fairest in the land?" | and the mirror always answered, | "You are the fairest one of all". |  
 11 12 13

But one day | the mirror answered | Snow White was the fairest in the land, | and in a rage |  
 14 15 16 17

the queen gave orders to one of her Huntsmen | to take Snow White into the woods | and kill her. |  
 18

The Huntsman had a kind heart | and couldn't do the deed | so told her to run away. |  
 19 20 21

She fled into the woods | where seven little dwarfs lived. | Their house was small | and strange. |  
 22 23 24

Snow White entered the little house | and finding it very untidy, | started to clean up. |  
 25 26 27

Upstairs | she found seven little beds. | She was very tired | and stretching out on one of the beds, |  
 28 29 30 31

was soon asleep. | When the Dwarfs came home | they were surprised to find Snow White |  
 32

and after some argument, | decided to let her stay. | She promised to cook | and look after them. |  
 33 34 35 36

The Queen discovered where Snow White was living | and disguising herself as a witch, |  
 37

took a poisoned apple | and set out for the Dwarfs cottage. |  
 38 39

She gave Snow White the poisoned apple to eat | and as soon as she bit the apple, |  
 40 41 42



she sank into unconsciousness. | Thinking she was dead, | the Dwarfs built a glass coffin |  
43 44 45 46 47 48

and put her in it. | For days | she lay in the forest in her glass coffin. |  
49

One day, | the Prince was riding through the forest | looking for Snow White | and found her. |  
50 51 52 53

He leaned over | and kissed her. | She opened her eyes | and sat up with a smile. |  
54 55 56 57

Everyone was happy. | The Prince took Snow White to his palace | where they were married |  
58 59 60

and lived happily ever after. |  
61

### Errors Descriptions

1. The /t/ sound is not aspirated
2. Past ending –ed is mispronounced
3. Past ending –ed is mispronounced
4. Mispronunciation
5. Past ending –ed is mispronounced
6. The word ‘grew’ is mispronounced
7. Word stress misplacement within the thought group
8. The word ‘riding’ is mispronounced + The delivery of the thought group is halting
9. Mispronunciation
10. Mispronunciation
11. Word stress misplacement within the thought group
12. Mispronunciation
13. Word stress misplacement within the thought group + The delivery of the thought group is halting
14. Word stress misplacement within the thought group
15. Mispronunciation
16. Word stress misplacement within the thought group
17. Mispronunciation
18. Skipped
19. Mispronunciation
20. The delivery of the thought group is halting + The /k/ sound is not aspirated
21. Word stress misplacement within the thought group + The /t/ sound of the word ‘told’ is not aspirated + the preposition /to/ is skipped + the word ‘run’ is mispronounced
22. Mispronunciation
23. Mispronunciation
24. Mispronunciation
25. Word stress misplacement within the thought group
26. Mispronunciation
27. Word stress misplacement within the thought group + Past ending –ed of the word ‘started’ is mispronounced
28. Mispronunciation

29. Mispronunciation
30. Word stress misplacement within the thought group + the word 'she' is mispronounced + the /t/ sound is not aspirated
31. The delivery of the thought group is halting + the word 'one' is skipped
32. Skipped
33. Mispronunciation
34. Word stress misplacement within the thought group + Past ending –ed of the word 'decided' is mispronounced
35. The /k/ sound is not aspirated
36. Mispronunciation
37. The delivery of the thought group is halting
38. Mispronunciation
39. Mispronunciation
40. Mispronunciation
41. Skipped
42. Mispronunciation
43. Mispronunciation
44. Mispronunciation
45. Mispronunciation
46. Mispronunciation
47. Mispronunciation
48. The /k/ sound is not aspirated
49. Word stress misplacement within the thought group + the word 'she' is mispronounced
50. Word stress misplacement within the thought group
51. The delivery of the thought group is halting + the word 'prince' and 'trough' are mispronounced
52. Word stress misplacement within the thought group
53. Mispronunciation
54. Mispronunciation
55. Past ending –ed is mispronounced
56. Mispronunciation
57. Word stress misplacement within the thought group + the word 'sat' is mispronounced
58. The sound /t/ is not aspirated
59. The sound /p/ is not aspirated
60. Word stress misplacement within the thought group
61. Past ending –ed is mispronounced

### Errors Classification

No	Error Description	Type of error
1	The /t/ sound is not aspirated	Phonemic
2	Past ending –ed is mispronounced	Phonemic
3	Past ending –ed is mispronounced	Phonemic
4	Mispronunciation	Phonemic
5	Past ending –ed is mispronounced	Phonemic
6	The word 'grew' is mispronounced	Phonemic
7	Word stress misplacement within the thought group	Stress pattern
8	The word 'riding' is mispronounced + The delivery of the thought group is halting	Phonemic Flow related
9	Mispronunciation	Phonemic
10	Mispronunciation	Phonemic

11	Word stress misplacement within the thought group	Stress pattern
12	Mispronunciation	Phonemic
13	Word stress misplacement within the thought group + The delivery of the thought group is halting	Stress pattern Flow related
14	Word stress misplacement within the thought group	Stress pattern
15	Mispronunciation	Phonemic
16	Word stress misplacement within the thought group	Stress pattern
17	Mispronunciation	Phonemic
18	Skipped	Flow related
19	Mispronunciation	Phonemic
20	The delivery of the thought group is halting + The /k/ sound is not aspirated	Phonemic Flow related
21	Word stress misplacement within the thought group + The /t/ sound of the word 'told' is not aspirated + the preposition /to/ is skipped + the word 'run' is mispronounced	Stress pattern Phonemic+ Flow related
22	Mispronunciation	Phonemic
23	Mispronunciation	Phonemic
24	Mispronunciation	Phonemic
25	Word stress misplacement within the thought group	Stress pattern
26	Mispronunciation	Phonemic
27	Word stress misplacement within the thought group + Past ending -ed of the word 'started' is mispronounced	Stress pattern Phonemic
28	Mispronunciation	Phonemic
29	Mispronunciation	Phonemic
30	Word stress misplacement within the thought group + the word 'she' is mispronounced + the /t/ sound is not aspirated	Phonemic+ Stress pattern
31	The delivery of the thought group is halting + the word 'one' is skipped	Flow related+
32	Skipped	Flow related
33	Mispronunciation	Phonemic
34	Word stress misplacement within the thought group + Past ending -ed of the word 'decided' is mispronounced	Phonemic Stress pattern
35	The /k/ sound is not aspirated	Phonemic
36	Mispronunciation	Phonemic
37	The delivery of the thought group is halting	Flow related
38	Mispronunciation	Phonemic
39	Mispronunciation	Phonemic
40	Mispronunciation	Phonemic
41	Skipped	Flow related
42	Mispronunciation	Phonemic
43	Mispronunciation	Phonemic
44	Mispronunciation	Phonemic
45	Mispronunciation	Phonemic
46	Mispronunciation	Phonemic
47	Mispronunciation	Phonemic
48	The /k/ sound is not aspirated	Phonemic

49	Word stress misplacement within the thought group + the word 'she' is mispronounced	Phonemic Stress pattern
50	Word stress misplacement within the thought group	Stress pattern
51	The delivery of the thought group is halting + the word 'prince' and 'trough' are mispronounced	Phonemic+ Flow related
52	Word stress misplacement within the thought group	Stress pattern
53	Mispronunciation	Phonemic
54	Mispronunciation	Phonemic
55	Past ending -ed is mispronounced	Phonemic
56	Mispronunciation	Phonemic
57	Word stress misplacement within the thought group + the word 'sat' is mispronounced	Phonemic Stress pattern
58	The sound /t/ is not aspirated	Phonemic
59	The sound /p/ is not aspirated	Phonemic
60	Word stress misplacement within the thought group	Stress pattern
61	Past ending -ed is mispronounced	Phonemic
<b>Total errors: 76</b>		<b>50 phonemic errors = %</b> <b>15 stress pattern errors = %</b> <b>11 flow related error = %</b>

### Summary

No	Name	Number of errors	Number of phonemic errors	Number of stress pattern errors	Number of flow related errors
7	Muhammad Alif Enrico	-	-	-	-
8	Nuriana Sekarlintang	20	10	9	1
2	Scholastica Asyana Eka Putri P	26	4	19	3
5	Raden Roro Salma Fitri Kusumastuti	33	13	18	2
1	Agatapetra Liayuda	37	12	20	5
3	Rifqie Zullian	45	15	22	8
11	Ika Aprianti	47	19	20	8
9	Angelina Sandi Devina Putri	66	26	26	14
12	Naufal Ahmad	67	35	14	18
10	Yashinta Rika Verliana	76	50	15	11
6	Satrio Bagus Panuntun	98	50	26	22
4	Aldi Renaldy	111	47	32	32
<b>Total</b>		<b>626</b>	<b>281</b>	<b>221</b>	<b>124</b>

## Scoring Guidelines

Pronunciation		Fluency	
Points	Description	Points	Description
<b>0.0-0.4</b>	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.	<b>0.0-0.4</b>	Speech is so halting or fragmentary or has such a non-native flow that intelligibility is virtually impossible.
<b>0.5-1.4</b>	Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.	<b>0.5-1.4</b>	Numerous non-native pauses and/or non-native flow that interferes with intelligibility.
<b>1.5-2.4</b>	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.	<b>1.5-2.4</b>	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.
<b>2.5-3.0</b>	Occasional non-native pronunciation errors, but the speaker is always intelligible.	<b>2.5-3.0</b>	Speech is smooth and effortless, closely approximating that of a native speaker.

Scoring table for pronunciation (posttest)

3.	2.	2.	2.	2.	2.	2.	2.	2.	2.	2.	1.	1.	1.	1.	1.	1.	1.	1.	1.
0	9	8	7	6	5	4	3	2	1	0	9	8	7	6	5	4	3	2	1
1	5	9	13	17	21	25	29	33	37	41	45	51	53	57	61	65	69	73	77
2	6	10	14	18	22	26	30	34	38	42	46	52	54	58	62	66	70	74	78
3	7	11	15	19	23	27	31	35	39	43	47	49	55	59	63	67	71	75	79
4	8	12	16	20	24	28	32	36	40	44	48	50	56	60	64	68	72	76	80

Scoring table for fluency (posttest)

3.0	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2.0	1.9	1.8	1.7	1.6	1.5
1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31
2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32

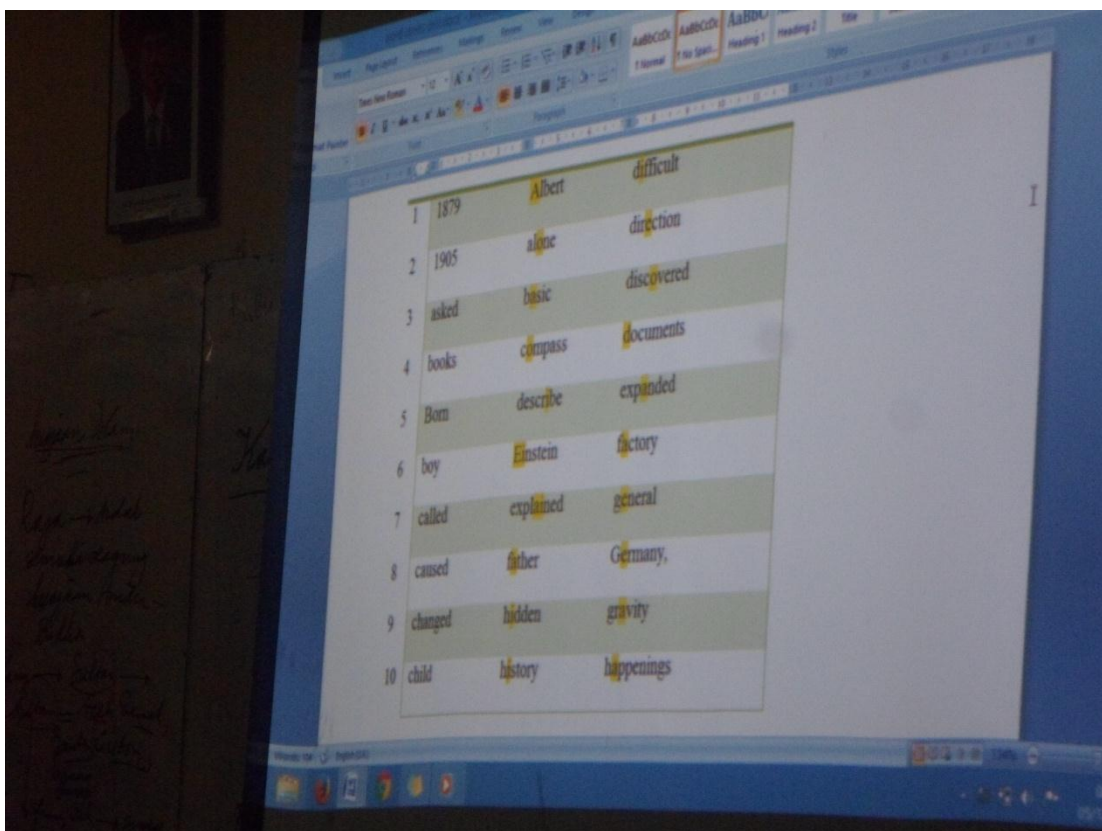
Final pronunciation score:

$$\frac{\text{Pronunciation} + \text{Fluency}}{2}$$

No	Name	Number of errors	Pronunciation errors (phonemic & stress pattern)	Fluency (Flow related errors)	Pronunciation score	Fluency score	Final Score
1	Muhammad Alif Enrico	-	-	-	-	-	-
2	Nuriana Sekarlintang	20	19	1	2.6	3.0	2.8
3	Scholastica Asyana Eka Putri P	26	23	3	2.5	2.9	2.7
4	Raden Roro Salma Fitri Kusumastuti	33	31	2	2.3	3.0	2.65
5	Agatapetra Liayuda	37	32	5	2.3	2.8	2.55
6	Rifqie Zullian	45	37	8	2.1	2.7	2.4
7	Ika Aprianti	47	39	8	2.1	2.7	2.4
8	Angelina Sandi Devina Putri	66	52	14	1.8	2.4	2.1
9	Satrio Bagus Panuntun	98	76	22	1.2	2.0	1.6
10	Naufal Ahmad	67	49	18	1.8	2.2	2
11	Yashinta Rika Verliana	76	65	11	1.4	2.5	1.95
12	Aldi Renaldy	111	79	32	1.1	1.5	1.3
Total		626	502	124	21.2	27.7	24.45
mean					1.9	2.5	2.2

# **Appendix F**

## **Photographs**

















# **Appendix G**

## **Permit Letters**





**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
 10 Jan 2011

Nomor : 2020/UN.34.12/D'T/XI/2013  
 Lampiran : 1 Berkas Proposal  
 Hal : Permohonan Izin Penelitian

18 November 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta  
 c.q. Kepala Biro Administrasi Pembangunan  
 Sekretariat Daerah Provinsi DIY  
 Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING THE PRONUNCIATION INTELLIGIBILITY OF THE GRADE XI STUDENTS OF SMA N 8 YOGYAKARTA BY UTILIZING AUDIO BOOKS***

Mahasiswa dimaksud adalah :

Nama : PIRDAUS  
 NIM : 06202244145  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : November – Desember 2013  
 Lokasi Penelitian : SMA N 8 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Kastubag Pendidikan FBS,

Indun Probo Utami, S.E.  
 NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMA N 8 Yogyakarta



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**  
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
 YOGYAKARTA 55213

**SURAT KETERANGAN IJIN**

070 /Reg / VI / **8011** / 11 / 2013

Membaca Surat : **Dekan Fakultas Bahasa dan Seni UNY**

Nomor : **2020/UN.34.12/DT/XI/2013**

Tanggal : **18 November 2013**

Perihal : **IJIN RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIIJINKAN** untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : **Pirdaus**

NIP/NIM : **06202244145**

Alamat : **Karangmalang, Yogyakarta**

Judul : **IMPROVING THE PRONUNCIATION INTELLIGIBILITY OF THE GRADE XI STUDENTS OF SMA N 8 YOGYAKARTA BY UTILIZING AUDIO BOOKS**

Lokasi : **KOTA YOGYAKARTA**

Waktu : **21 NOVEMBER 2013** s/d **21 FEBRUARI 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

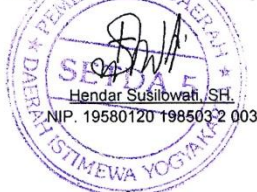
Pada tanggal **21 NOVEMBER 2013**

An. Sekretaris Daerah

Asisten Perekonomian dan Pengembangan

Ub.

Kepala Biro Administrasi Pembangunan



**Tembusan:**

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Walikota Yogyakarta CQ Ka. Dinas Perizinan
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 Dekan Fakultas Bahasa dan Seni UNY
- 5 Yang Bersangkutan



PEMERINTAH KOTA YOGYAKARTA  
**DINAS PERIZINAN**

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682  
Fax (0274) 555241  
EMAIL : perizinan@jogjakota.go.id  
HOT LINE SMS : 081227625000 HOT LINE EMAIL : [upik@jogjakota.go.id](mailto:upik@jogjakota.go.id)  
WEBSITE : [www.perizinan.jogjakota.go.id](http://www.perizinan.jogjakota.go.id)

**SURAT IZIN**

NOMOR : 070/3160

7453/34

Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta  
Nomor : 070/8011/V/11/2013 Tanggal : 21/11/2013

Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijinkan Kepada : Nama : PIRDAUS NO MHS / NIM : 06202244145  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang, Yogyakarta  
Penanggungjawab : Dra. Jamilah, M.Pd.  
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING THE PRONUNCIATION INTELLIGIBILITY OF THE GRADE XI STUDENTS OF SMA NEGERI 8 YOGYAKARTA BY UTILIZING AUDIO BOOKS

Lokasi/Responden : Kota Yogyakarta  
Waktu : 21/11/2013 Sampai 21/02/2014  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas  
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
Pemegang Izin

PIRDAUS

Dikeluarkan di : Yogyakarta  
pada Tanggal : 22-11-2013

An. Kepala Dinas Perizinan  
Sekretaris

ENY RETNOWATI, SH  
NIP. 196103031988032004

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)  
2. Ka. Biro Administrasi Pembangunan Setda DIY  
3. Ka. Dinas Pendidikan Kota Yogyakarta  
4. Kepala SMA Negeri 8 Yogyakarta  
5. Ybs.







### SURAT KETERANGAN

Nomor : 070 / 0278

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas Negeri 8 Yogyakarta, menerangkan dengan sesungguhnya bahwa :

nama	: Pirdaus
NIM	: 06202244145
alamat	: Universitas Negeri Yogyakarta
fakultas	: Bahasa dan Seni

Berdasarkan surat izin dari Dinas Perizinan Kota Yogyakarta Nomor 070/3160, 7453/34 yang bersangkutan telah melakukan penelitian di SMA N 8 Yogyakarta tanggal 28 November 2013 – 18 Januari 2014 dengan judul “IMPROVING THE PRONUNCIATION INTELLIGIBILITY OF THE GRADE XI STUDENTS OF SMA NEGERI 8 YOGYAKARTA BY UTILIZING AUDIO BOOKS”

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 17 April 2014  
Kepala Sekolah,  
  
Drs. Munjid Nur Alamsyah, MM  
NIP. 19611212 198703 1 007